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This research was based on a counseling model of prevention through attempts to influence the behaviors of significant adults. Group counseling was offered to parents of first-, seventh-, and ninth-grade children during the first year of the project. During the second year group meetings for teachers were conducted. Previous monographs have reported data collected on attitude changes of the participants. This monograph discusses the project's impact on the behavior of children. Significant differences in achievement and school behavior between children of participants and nonparticipants were found. The children of participants had higher achievement tests scores, fewer school absences, and fewer behavior referrals. Correlations between parent and counselor perceptions of the experience and child behavior presented a complex picture. Not all favorable perceptions correlated with high achievement as expected. Implications of this model for further research are discussed. (NS)

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GUIDANCE
RESEARCH
PROJECT

MODIFICATION OF THE SCHOOL ENVIRONMENT THROUGH INTERVENTION WITH SIGNIFICANT ADULTS

Monograph #7

Merville C. Shaw and William H. Rector

WESTERN REGIONAL CENTER
OF THE INTERPROFESSIONAL RESEARCH
COMMISSION ON PUPIL PERSONNEL SERVICES

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Modification of the School Environment through Intervention with Significant Adults

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Final Report of
Western Regional Center of
the Interprofessional Research Commission on
Pupil Personnel Services
MH 14763-06

Chico State College
Chico, California

July, 1968

Preface

Six previous monographs published by the Western Regional Center of the Interprofessional Research Commission on Pupil Personnel Services have delineated the model of pupil services which this Center has tested, outlined the research procedures and design utilized by this Center and reported on the feasibility of the approach, the responses of those who participated and the relationships between these responses and certain behavioral data, particularly that relating to the participation of parents, teachers and counselors in the group counseling process which was utilized. The purpose of this monograph is to report on the impact which procedures utilized by this Center had on children. Children are, of course, the ultimate focus of any program of pupil services. There have been few attempts to demonstrate that pupil services do, in fact, have any impact on the lives of children, or that children have benefitted from such programs. It is usually assumed that the good intentions of pupil personnel specialists must inevitably result in positive outcomes insofar as children are concerned. There is some reason to doubt that this faith is justified. Those studies reported in the literature suffer from serious deficiencies of conceptualization and design, but reading between the lines indicates that such outcomes are almost uniformly negative or, at best, inconclusive.

This monograph, which will serve as the final report of this project, will focus on the impact which the model testing had on children. The reader should remember that this study was conducted in real school situations. No new or different personnel were introduced; rather, available and interested personnel were utilized in carrying out the various phases of this research.

It is the hope of project staff that this study will stimulate other studies of different models of pupil services and that further and more intensive testing of the model under study here will come about. We remain firmly convinced that the prevalent service station approach to the provision of pupil personnel services will not return to children the benefits which could accrue from the utilization of sound theoretical models as the basis for developing such services.

Acknowledgements

The project which is summarized in the following pages represents five years of work on the part of the staff of the Western Regional Center of the Interprofessional Research Commission on Pupil Personnel Services. The project involved, at one time or another, as many as eleven different school districts. Some of these districts participated in the standardization of instruments utilized in the study, while others were active in the testing of the model for pupil services designed by the project staff.

In addition to the normal turnover which occurs in any research organization, the staff of the Western Regional Center underwent a major personnel shift when it moved from the campus of UCLA to the campus of Chico State College. Only the Director and the Associate Director of the project made this change. For these reasons, the list of people to whom specific credit for participation must be given is necessarily a long one. In order to make acknowledgements where they are due, the following pages list the names of active participants in the project under the heading of their organizational affiliation.

In the beginning phases of the research when attempts were being made to locate districts which would be interested in participating in a unique and, at that time, far-out research project, both Dr. Harry Smallenburg, Director of Research and Guidance for the Los Angeles County Schools and Dr. Kenneth Weisbrod, now Associate Dean of Students at Long Beach State College, were both helpful and generous in providing assistance.

Following the location of research sites, certain individuals in administrative positions within these districts were particularly helpful in smoothing the way and in making it possible to conduct the research. In Albuquerque these individuals included Dr. Stanley Caplan, Assistant Superintendent for Pupil Personnel Services and his successor, Dr. D. H. Watson. In addition, Dr. B. B. Patten, Director of Guidance, and Mrs. Camille McRae, Guidance Consultant, were involved in the project over and above any reasonable requirements of their job.

In Los Angeles Dr. Donald Kincaid, Director of Elementary School Guidance Services, performed an invaluable facilitative and liaison function, as did the late Ernest Duckworth, Director of Pupil Personnel Services in the Alvord Unified School District.

Special mention should be made of Dr. John Tuel, first Associate Director of the project. His expenditure of effort and great attention to detail, as well as his assistance in the training and supervision of participating consultants, were invaluable ingredients in the ultimate success of the research.

Dr. Andy Adams of the Los Angeles Elementary Schools performed an invaluable service for the project and for the profession in general in volunteering to serve as the counselor in the parent group counseling films which now are available through the Psychological Cinema Register at Penn State University.

Dr. Clarence Mahler, Chairman of the Psychology Department at Chico State College, had a primary responsibility in the training of project consultants as parent and teacher group counselors. In addition, he provided invaluable assistance in certain aspects of the development of instruments utilized in the data collection process.

Sincere thanks are due also to Dr. Walter Waetjen, first General Director of IRCOPPS and now Executive Vice President of the University of Maryland, and to his successor, Dr. Gordon Liddle, for their assistance in providing liaison between Western Regional Center and the Commission, as well as for their efforts to provide fiscal backing for the project.

Special thanks are due to individuals who performed invaluable services related to the development of instruments utilized by the project in the assessment of outcomes. These individuals include Mr. Harry Larson, Director of Pupil Services, Antioch Unified School District; Mr. Richard Nunes, Director of Pupil Services of the Chico Unified School District; Mr. Martin Larens, Counselor at the Gridley High School; Mr. Gael Kauffman, Counselor at Las Plumas High School and Mrs. Edith Kunkel, Counselor at Oroville High School.

The Health Sciences Computing Facility, the Western Data Processing Center at UCLA and the Computer Center at Chico State College under the direction of Prof. William Lane provided the data analysis without which the project could not have been concluded.

There are, unfortunately, many others who should be specifically mentioned in this section but space does not permit. We hope that they will understand and forgive this necessary oversight.

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Chapter 1

Introduction

Education has been extended to ever broadening segments of the American public ever since its inception in this country. This process appears to be continuing even at the present time. This extension is evidenced in two ways. First, groups whom education previously did not reach are now included within the circle of concern of public education and, second, the length of time which individuals spend in education is being ever lengthened. There is broad general agreement that this development is a sound one from every point of view. At the same time, it has created problems which have not been solved and which plague the professional educator daily. Some of these problems include the increasing heterogeneity of those being educated from cultural, socioeconomic and racial perspectives. This increasing heterogeneity has in turn created a greater diversity of motivations, values and abilities among those being educated. In an attempt to provide meaningful educations to this group of pupils, a variety of special services has been developed to meet particular individual needs and to individualize the curriculum. The basic thrust of these services is generally conceded to be in the direction of humanizing education and of making it possible for those who are exposed to education to profit maximally from it. These services have come to be known collectively as pupil personnel services.

Unfortunately, this title implies the existence of a unity of purpose and functioning among these professions which does not, in actuality, exist. This has been clearly demonstrated in another publication (Shaw, 1967) which examined the roles of three of these specialists, namely, the counselor, the school psychologist and the school social worker. It appears that disagreement with respect to appropriate roles and functions among these groups is as great within each one as it is among all of them. A similar situation would appear to hold for other professions involved in the pupil personnel enterprises. A variety of problems exist to plague the professional in all of the pupil personnel fields. These include the problems of objectives, roles and functions, staffing, relationship of pupil services to the general educational enterprise and assessment of the effectiveness of pupil services.

The Objectives of Pupil Services

There appears to be a major split among professionals in most of the pupil personnel service professions with respect to the basic objectives of such services. One point of view, the predominant one in the literature, states that pupil services are essentially developmental in nature and are intended for all children. The other major point of view, the one predominant in practice, is that pupil services are intended primarily for the child who has already developed problems and who is found within the school situation. There is not always, in this latter case, an attempt to link school functioning to the problem. Operational programs of pupil services almost never state their objectives in writing and in the few cases where this is done, objectives are usually stated in terms which make it impossible to determine whether or not they have, in fact, been accomplished.

Roles and Functions

The fact that profound disagreement exists with respect to the objectives of such services or that, when stated, such objectives are generally vague, makes it possible to predict a state of confusion among the pupil personnel professions with respect to roles and functions. This is not to say that a great deal of professional attention has not been focused on the problem of appropriate roles and functions among a number of these professions. Professional meetings of counselors, school psychologists and school social workers, for example, nearly always include presentations relating to appropriate roles and functions. Since these discussions seldom take into account either the specific objectives of the given profession or of the pupil personnel work field as a whole, they tend primarily to be expressions of opinion of various experts. These considerations likewise fail to take into account what each of the other pupil personnel professions considers to be its appropriate role, and hence much overlapping of functions is seen when the territorial rights of the various pupil personnel professions are unilaterally asserted. In the extensive review of the research on roles and functions carried out in the course of this project, only a single study was discovered in which one profession attempted to take into account the perceptions of another with regard to appropriate roles and functions (Leton, 1958).

This confusion of roles and functions resulting from failure to delineate objectives has resulted in some interesting outcomes. Both school psychologists and school counselors have established what they state are adequate ratios of students to professions for each of their own fields. For school psychologists, the magic ratio is 1 to 1,000 (school psychologists to students) (Cutts, 1955). For school counselors, it is either 1 to 300 (Conant, 1959) or 1 to 250 (Loughary, Stripling and Fitzgerald, 1965), depending on whether one accepts the word of James Bryant Conant or the American School Counselors Association. The significant matter is not the ratio which has been established, but rather the question of how it can be justified in the absence of at least general agreement on what outcomes the profession is attempting to bring about within the school system.

Relationship of the Pupil Personnel Professions to Education

The pupil personnel professions appear to be firmly rooted in education, although the extent to which any one of the given professions is found will vary widely from district to district. Substantial amounts of educational monies are utilized in the employment of these specialists in a great many places, but again a disquieting factor occurs when it is realized that these services are usually among the first to be cut from the budget when austerity programs are instituted in school systems. The members of pupil personnel professions, with a few exceptions, perceive themselves as directly related to the general educational enterprise, but the same perception is not always held by persons outside of these professions. Parents, teachers, school boards and even children often raise questions about the roles which pupil service professions play in public education. Thus, while these professions appear to be firmly established in education, this appearance may be somewhat deceiving. Further, those who are associated with the pupil personnel professions in education, but who are not pupil personnel specialists, and those who are the recipients of pupil personnel services sometimes express doubts about the relevance of such services to education.

The Effectiveness of Pupil Services

A major problem area for pupil services lies in the evaluation of the outcomes of such services. The generally held point of view among professionals is that such services are "intangible." It appears, however, that a more parsimonious explanation may be that such services are classed as intangible primarily because little happens as a result of providing them. This outcome is actually predictable when it is considered that, for the most part, goals are not established for such programs. In the absence of such goals, professional behavior may lack direction and this, in turn, will make it appear that little or nothing has been done for students by pupil personnel specialists. This appearance may well be deceiving, but nevertheless it exists and is difficult to explain away.

It would appear that if appropriate roles and functions are to be established for pupil personnel specialists, if the relationship of pupil personnel services to education is to be firmly established and if the effectiveness of such services is to be demonstrated adequately, then an appropriate theoretical basis must be established for the provision of pupil services and the theoretical models resulting from such services must be tested. Above all, it appears that such a theoretical basis must clarify the objectives of such services for whatever model is proposed. Once such models have been established, it will be necessary to test them empirically in order to demonstrate their validity in the operational sense. The research to be reported upon here has attempted both to provide a firmer theoretical footing for pupil services and to test, operationally, one of the models which eventuated from the theoretical structure derived.

Summary

Pupil personnel services currently appear to lack goal-directedness. This is true not only for the constellation of services as a whole, but for the specific professions which comprise the constellation. As a result, there is confusion with respect to appropriate roles and functions among these professions, some doubt with respect to how they are related to public education and difficulty in defining the effectiveness of such services. These conditions all result in a considerable diminution of the potential effectiveness of such services and a reduction of the impact which they could have on the education of children.

Chapter 2

Purposes of the Present Study

It was the intent of the present study to test a clearly delineated model for guidance services. The basic parameters of this model were delineated in the research proposal, but were refined and sharpened as the design was further developed. To the knowledge of the research team, no specific model for guidance services had been previously tested in any complete kind of way and, to date, no other model has been so tested, if the research literature is accepted as definitive.

Limiting Criteria

Several criteria were established at the outset to guide the thinking of the project staff. The first criterion established was that of practicality. It was clearly established at the outset that whatever theoretical model was developed and whatever procedures were utilized, that both must have characteristics which would permit their adoption into typical, existing school districts. It would have been relatively simple to develop a schema whereby large numbers of very highly trained specialists were introduced into the schools in an effort to create some kind of impact on children. Since such a procedure is obviously not possible in the vast majority of existing school districts, it was ruled out from the beginning in terms of its ultimate impracticality.

A second criterion utilized was that whatever model was developed should be developed completely and should provide a framework for a total pupil personnel services program, not just for limited aspects of the program. As the thinking of project staff progressed, it became obvious that there was a continuum from the non-behavioral to the behavioral involved in any model which might be delineated. This continuum moves from philosophy to values to objectives to functions and finally to the implementation of functions. It was decided prior to initiating the study that each of these steps must be capable of being spelled out in some detail. Special attention was paid to the matter of program objectives, and additional criteria for determining the soundness of objectives were established.

Five criteria were eventually derived to test the adequacy of program objectives. They included the following:

1. Objectives must be stated in clear and unequivocal terms.
2. Objectives must be related to the basic purposes of public education.
3. Objectives must be capable of accomplishment in a typical school district.
4. Objectives should be stated in such terms that they are applicable at all academic levels and in different situations.
5. Appropriate objectives will imply both unique and professional services.

The Basic Questions

Four basic questions were posed for present research to answer. The first question relates to feasibility. It was not known at the outset whether or not the model chosen for testing would, in fact, be able to operate in a typical school system. Hence, it would be a major task of the research to determine this.

A second question to be answered was that of whether or not those actively participating in the program would respond positively to it. Thus, the subjective reactions of both pupil personnel specialists and others related to pupil services (particularly those who are the direct object of such services) were seen as highly significant.

A third category of question which the research was intended to answer was that of whether or not the relevant attitudes of those participating in or associated with the program being tested did, in fact, alter as a result of their participation in the program. It has generally been assumed that there is a rather direct relationship between attitudes and behavior, and further assumed that attitudes must change prior to the time that behavior changes.

The final and most basic question asked by this research was related to the impact on children of the model being tested. It was assumed that if child behavior changed, then the ultimate goal of the model had been achieved. The preceding three steps in data collection were seen as intermediate steps which might have diagnostic significance for changes in the model or in the procedures, if answers to the final question were negative.

Chapter 3

A Model for Pupil Personnel Services[1]

As previously stated, a major need in the guidance field seems to be for a simple, broadly conceived theoretical model into which more specific theoretical proposals relative to the pupil personnel services operation can be fitted. Such a model should provide for various options with respect to when in the school career of each child guidance services should intervene. It should also delineate who would be the direct recipient of guidance services, as well as having implications for how such services will be rendered, at least in a broad sense. An additional variable for which a general model should have implications relates to the why of guidance services, that is, what are the ultimate goals of the guidance program? It is impossible to ignore this variable in any conceptual scheme because of the implications that projected outcomes have for the questions of who receives guidance services, when they are provided and how they are rendered.

The selection of any specific option encompassed by such a model would be dependent upon the specific objectives established for the program which would, in turn, be dependent upon the values and assumptions made by those who devise and operate the program.

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[1] The model postulated in this chapter has been described in considerably greater detail elsewhere. See Shaw, M. C. The function of theory in guidance programs. Boston: Houghton Mifflin, 1968.

The General Model

Figure 1 represents a means of conceptualizing the different kinds of choices which are open to guidance specialists with respect to a focus for pupil personnel programs. It should be emphasized that this model deals only with the application of the behavioral sciences in the pupil personnel specialties. It does not take into account special training which may be peculiar to certain specialties within the pupil personnel field, such as medical training.

The two rectangles indicate that guidance services can be rendered either directly to those who are the focus of concern or may be provided indirectly through dealing with the other significant persons in the child's environment who may be in a better position than the pupil personnel specialist to influence child behavior. Such significant persons would certainly include parents and teachers, among others.

The vertical dimension within each of the rectangles represents the proportion of the student population which can be affected, while the horizontal dimension indicates the relative point at which guidance services may intervene in the child's educational career. The extreme left hand side of the figure represents the provision of guidance services for all children at the earliest possible time in their school careers. Movement to the right hand side indicates intervention at a later date.

It is assumed that services appearing toward the right hand side will require more intensive, long term work, while services appearing toward the left hand side can be accomplished through less intensive treatment and through the utilization of group techniques. For this

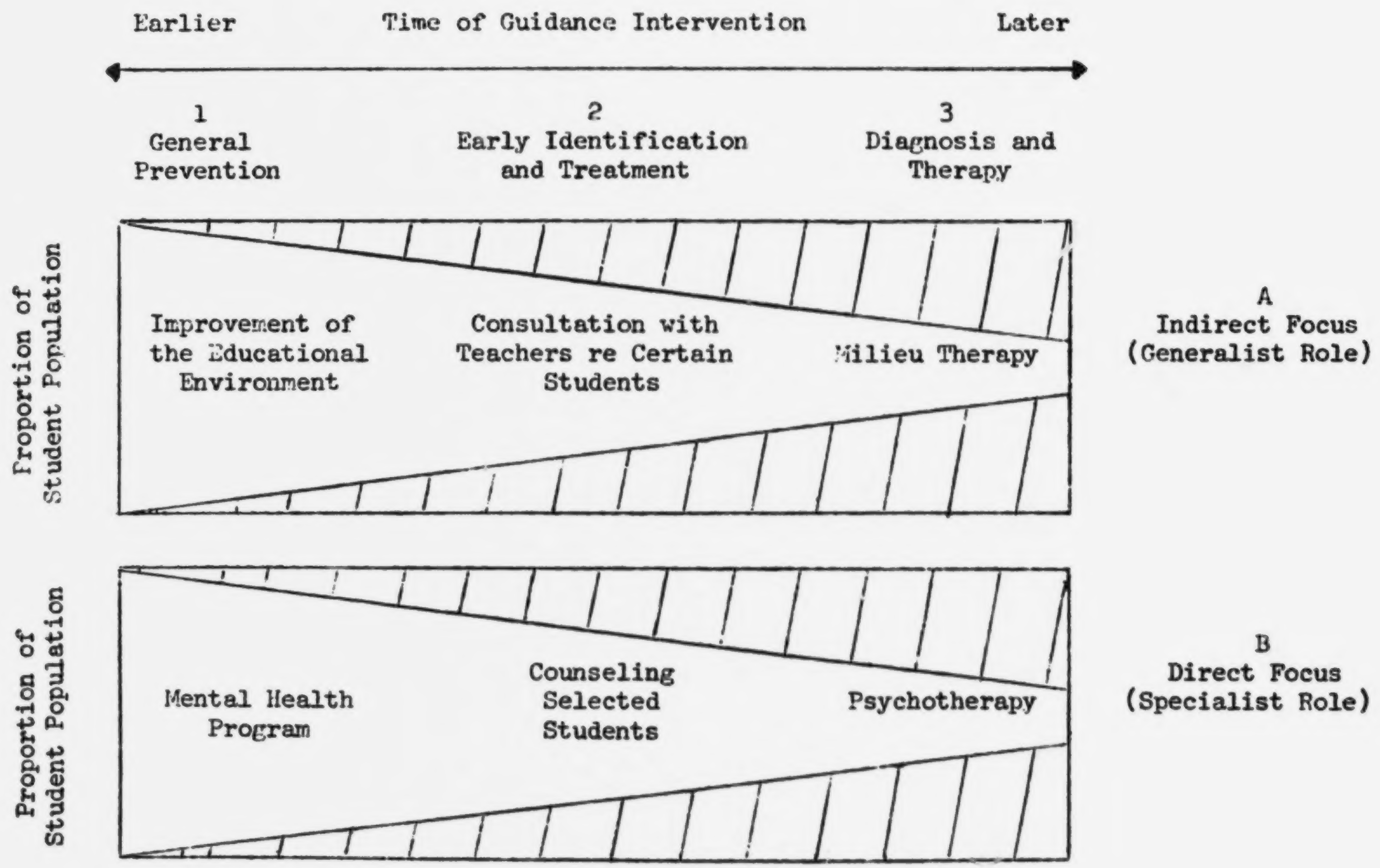
Earlier
Time of Guidance Intervention
Later
1
General Prevention
2
Early Identification and Treatment
3
Diagnosis and Therapy
Proportion of Student Population
Improvement of the Educational Environment
Consultation with Teachers re Certain Students
Milieu Therapy
A
Indirect Focus (Generalist Role)
Proportion of Student Population
Mental Health Program
Counseling Selected Students
Psychotherapy
B
Direct Focus (Specialist Role)

Fig. 1. A general model for guidance services. The horizontal dimension represents the time at which guidance intervention takes place. The two different rectangles represent two basic techniques for achieving objectives - directly through working with students or indirectly through working with significant adults in the learning environment. The proportion of the population which can be reached through a given technique initiated at a given time is indicated by the white areas. Cross-hatched areas represent the proportion of the population not reached by a given program.

reason, the later that guidance intervention occurs, the fewer will be the number of individuals in the school situation who can be served by the program. It is further assumed that a program of early and continuous intervention by guidance professionals is aimed at the prevention of certain kinds of problems, while later intervention represents attention to the diagnosis and the remediation of already existing problems.

The goal of general prevention is thus aimed at the total school population. Early identification, the second alternative objective indicated, implies early identification and special treatment of those individuals who either are predicted to have a high probability of developing pathology or who already show minor symptoms of developing pathology. The third alternative, diagnosis and remediation, represents the treatment of pathology only after it has developed to a point where it is easily recognizable or can no longer be tolerated.

The headings across the top represent broad and simplified statements of objectives. It should be emphasized that these three choices represent only three points on a continuum. They are not separate and discrete purposes for guidance programs, but rather the three most widely different choices it is possible to make, given the limits of this continuum. It should also be emphasized that these objectives are presented here only in their most rudimentary form, and further refinement would be necessary before they could become operational in a guidance program.

The Six Basic Programs

The diagram delineates six basic programs, three of which are rendered through direct focus on the child himself and three of which are provided through influencing the child's learning environment. These approaches are not mutually exclusive, and in most operational guidance approaches a smattering of each is likely to be found. Nevertheless, each of the six programs indicated could form the major focus for any given guidance program. It is assumed for purposes of this research that an effective program must focus on the accomplishment of a single approach to the relative exclusion of others.

The direct or specialist approach to each of the three objectives is specified by what may be defined as the mental health program (Ojemann, 1959), the identification and counseling of selected students and by the diagnostic-psychotherapeutic approach. The indirect or generalist approach is typified by attempts to improve the educational environment for purposes of preventing problems, consultation with teachers about students who manifest behavior difficulties (Pierce-Jones and Isco, 1968)[1] and by a milieu therapy approach.

The Focus of the Present Approach

It was necessary, due to the fiscal limitations of the present project, to single out a specific approach for testing in the present research. Several considerations were taken into account in the process of selecting an approach. These considerations include the following:

1. Pupil personnel services are for all children. This idea is far from new and has been so frequently written and stated that it can be considered a cliché. As with many other clichés, examination of the actual situation reveals that in practice it does not hold up. At least it is not

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[1] A comprehensive report bearing on this subject is in the process of preparation by Dr. John Pierce-Jones and Dr. Ira Isco, Department of Psychology, University of Texas.

true if the further proviso is attached that guidance services should reach all children in an effective manner.

2. The treatment of existing pathology is not properly within the scope of public education but is the responsibility of other social agencies.
3. It is assumed that prevention is more effective than cure. Thus, it is not only assumed that treatment of serious pathology is not a proper function of the educational system, but also that it cannot be effectively carried out within the school setting.
4. It is assumed that a rigorous program of prevention will ultimately result in less need for treatment.
5. There is evidence to suggest that student behavior can be more effectively influenced through changing the behavior of significant adults than through the direct intervention of guidance personnel who have limited contact with children.

These five assumptions clearly place the focus for guidance programs on approaches which are essentially preventive in nature and which are carried out through intervention with significant adults rather than with the children themselves. The major focus of the model being tested by the present research is that of general prevention through attempts to influence adult behavior.

The fact that research was being carried out under the auspices of an interprofessional group mandated concern for an approach to pupil services which would utilize a broad spectrum of those professions normally considered to be the pupil personnel professions.

Thus, project design took into account the necessity for an interprofessional approach.

Two additional provisos were attached by members of the project staff to the requirements of the design. Both of these requirements represent value judgments and, like other value judgments, may be faulted. The first was that if the research were to be truly feasible and to truly have implications for the public schools, then it should be possible to utilize currently available professionals in the implementation of findings highlighted by the research. School districts are faced with very real limitations on their funding, which in turn limits both the number of personnel they can hire and the level of professional preparation of these personnel. It would, for example, not be possible for typical school districts to hire large numbers of psychiatrists to staff the pupil personnel services program. If it were possible to ignore the reality of most school situations, then it would also be possible to design a utopian scheme for the provision of pupil services. It was the intent of the project design to prepare a plan which was more practical than utopian and which could be carried out in most school districts utilizing existing personnel with a minimum of additional training.

The second value standard applied to the design was that participating districts should change their pupil personnel practices as a result of having participated in the study, if, in fact, the results of the study were such that change seemed appropriate. Too often, research projects in the public schools are operated as mining ventures in which data are taken from the cooperating schools and little or nothing is returned. The intent of project staff was clearly to make it possible for cooperating districts to change their practices and, in fact, to assist them to do so rather than using (or misusing) them as data sources only.

The Outline of an Appropriate Program

In order to test this kind of a model, certain functions are appropriate while others are not. In this kind of a program, the role of the guidance specialist is active rather than passive. He will seek out tasks he should accomplish or persons with whom he should work, rather than waiting passively for situations to arise which call for his intervention. One of his primary functions will be work with teachers, either individually or in groups. Whether students learn effectively, learn to use their learning effectively or learn to want to learn will depend in large measure upon the climate created by the teaching staff.

The guidance specialist's task with teachers falls into three general categories. The first way in which the counselor can be of assistance to the teaching staff is to work with them on problems which relate to the effectiveness of their teaching. One technique which might be tested is to attempt to involve teachers in group counseling situations to which all members of the faculty are invited. The focus of such discussion would be the professional problems which teachers face daily.

A second general area of work with teachers in which the guidance professional might contribute much relates to the improvement of curriculum. The guidance specialist has much to contribute to the general area of curriculum development and curriculum change, and certainly it is inappropriate curriculum which creates many of the learning difficulties manifest by children after exposure to the public educational system.

The third major area of work with the teaching staff relates to the appropriate placement of children in classes. At the primary level, the pioneer work of Ilg (1965) appears to offer some real possibilities to the guidance specialist. At the secondary level, counselors have generally assumed responsibility for placement of students in appropriate curricula, although more meaningful and effective procedures than those ordinarily utilized appear to be called for. This aspect of the guidance specialist's responsibility cannot be clearly differentiated from his responsibility for appropriate curricular change and development.

In addition to teachers, parents would form a highly appropriate focus for a system of pupil services aimed at prevention of learning difficulties through intervention in the environment. Systematic and sustained parent contact should be a part of the proposed system at all levels. Parent counseling groups dealing with normal developmental problems may have a profound effect in the prevention of later learning difficulties through bringing about changes in parent behavior. The role of the pupil personnel specialist with parents will be greater at the elementary level and would tend to decrease somewhat relative to the amount of time spent with children themselves as the age of children increases.

Working with parents has the same advantages as working with teachers. The pupil personnel specialist is dealing with persons who will spend much more time with the child than he will be able to do. In addition, through working with groups of parents, the specialist will be able to reach more children more effectively than would be the case through direct work with children themselves. Thus, both the breadth and depth of impact on school children is increased.

Although direct individual work with children will, except for certain special situations, cease to exist, there is an appropriate way and appropriate time at which work with children should be undertaken within the structure of the present approach. While the influence of adults continues to be significant throughout a child's public school career, it nevertheless diminishes as the child moves through school and the child himself is increasingly considered responsible for his own behavior. In addition, the child's peer group becomes an increasingly important element in the learning environment (Coleman, 1961). These two reasons imply that at some point, work with children as a significant aspect of their own environment will be appropriate within the limits of this approach. This discussion could be extended considerably in terms of both appropriate and inappropriate activities for pupil personnel specialists within the limits of this model; however, fiscal and practical considerations placed limits on the aspects of this model which could be tested and further discussion would be irrelevant to the research to be described. More extended discussions can be found in Shaw and Tuel (1964), Shaw and Tuel (1966) and Shaw (1968).

Chapter 4

Procedures and Design

Full scale accounts of the research procedures and design have been provided in Monographs # 1 (Shaw and Tuel, 1964) and #2 (Shaw and Tuel, 1965), previously published. This chapter will present a synthesis of the procedures and design utilized to carry out the study.

Research Sites

Following the delineation of a general model for pupil services and the selection of a specific aspect of that model for testing, the primary problem became one of locating school districts interested in cooperating in such a venture. It was anticipated from the outset by project staff that the newness of the proposed approach, coupled with the need for involving teachers and parents, would pose a major problem in getting cooperation from school districts. This concern proved to be well founded. The actual number of school districts contacted was lost track of early in the project's history, but it is a matter of record that full-scale approaches were made to 22 different school districts before five were located which were willing to follow through on all procedures mandated by the research design. This experience was, in and of itself, a valuable lesson to the project staff and one probably worthy of detailed explication elsewhere. The kinds of concerns registered by districts which felt they were unable to participate ranged from those which were highly predictable (parental reactions to taking personality tests) to some which were not predicted (specific expressions of concern that pupil personnel specialists in some districts would be unable to carry out the tasks required.

Another pitfall lay in the failure of some districts to carefully evaluate the proposed research procedures prior to committing themselves to participation. This problem necessitated the withdrawal of two districts from the project after they had agreed to participate and after their pupil personnel specialists had been provided training by the project staff.

No special criteria were applied to districts interested in participation other than their agreement that they would carry out fully and completely the specific procedures delineated by the research design. It was a goal of the project staff to include districts of varying size, but this was not a criterion for inclusion. The fact that the five participating districts varied in size from one of the largest in the United States to one of approximately 25,000 persons was a matter of good fortune.

Cooperating Schools

It was a specific mandate of project staff that the cooperation of any school in the project should be entirely a matter for decision by appropriate personnel within that school. It was believed that the voluntariness of participation of the schools would be a factor in the ultimate ability of project staff to carry out within that school all of the necessary research procedures. Further, there was no wish on the part of the project staff to test the hypothetical model under hostile conditions.

Cooperating Personnel

The criterion of voluntariness was also applied to participating personnel. No individual in a participating district was pressured, subtly or otherwise, into cooperation with the project. Only those persons were included as participants who chose of their own volition to do so and who were presently employed in a pupil personnel specialty. Persons who were not, at the time the project was initiated, functioning as pupil personnel specialists were not allowed to participate, even though their training and/or credentialing qualified them to do so. The subjective post facto assessment of project staff was that the self-selection of participants was the most significant criterion utilized with respect to who should or should not have participated in the study.

Background and Training of Participating Specialists

All personnel from participating school districts who were involved in the study were well trained in their respective fields. They represented a wide spectrum of the pupil personnel professions, including counseling, school psychology, school social work, nursing and speech therapy. Every effort was made to encourage participation from among a wide variety of such professions. (The participating pupil personnel specialists will be referred to as project consultants or counselors from this point on.)

The training and backgrounds of these counselors have been discussed in detail in Monograph #3 (Shaw and Rector, 1966). Although each was well trained within his own field, relatively few had had any training in the specific area of group counseling, the primary vehicle utilized to accomplish project objectives, and almost none had had any actual experience in group counseling. For this reason, training specific to the development of this skill and for the purpose of familiarizing participants with the goals of the research was provided prior to the initiation of any project activities. Before the first year of data collection, individuals from four of the five participating districts were provided with five full days of workshop training on the UCLA campus. The fifth participating district was provided with only two days of training before the beginning of the first year's activities. Before the beginning of the second year of research procedures, the four districts which received a full week of training the year previously were provided with three full days of additional training. The single district which received only two days of training the first year was likewise provided with three full days of workshop training.

These workshops were intensive experiences in which a nationally recognized expert in the area of group counseling in the public schools provided both didactic and practical training to project counselors. They had opportunity to observe group counseling, to participate in group counseling and to act as group leaders themselves. In addition, the workshop periods served to familiarize project counselors with the goals of the project and with data collection procedures.

In addition to the training, all counselors were provided with biweekly supervision during the time that they were carrying out their project responsibilities. It might be added at this point that these responsibilities were in addition to their regular workload, rather than being incorporated into it. Through the medium of workshops and continuous supervision, every effort was made to insure that appropriate procedures both with respect to group counseling and data collection were followed by all project consultants.

Procedures

It has already been specified that the basic thrust of this project was to be an attempt to enhance the learning environment of school children through influencing the significant adults present in this milieu. For reasons related primarily to the fiscal resources available to the project, it was decided at the outset to confine these efforts to reaching parents and teachers. Since the effort was to be primarily a preventive one, it was also decided to attempt to reach as wide a spectrum of these two groups as possible, rather than restricting emphasis to parents or teachers who were experiencing special difficulty in adequately fulfilling their respective roles.

It was anticipated by project staff that the utilization of group counseling procedures with either parents or teachers would be anxiety provoking to most pupil personnel workers. This surmise was, in fact, correct. It provided the fundamental basis for rejection of the project by those school districts which refused to participate, and was a matter of some concern to those counselors who eventually did elect to participate. It was further surmised that provision of counseling services to teachers would be more threatening than the provision of counseling services to parents. For this reason, the project was designed so that the first year would be spent entirely in group counseling with parents. The second year of data collection provided for continuation of group counseling with parents and the initiation of group counseling with teachers in those schools where group counseling with parents was also being carried out.

It has already been mentioned that the activities of project consultants were in addition to their regular responsibilities. It should be further stated that project activities were superimposed on already existing guidance programs. For both of these reasons, it was a practical impossibility to attempt to reach all grades even in the specific schools participating in the project. For this reason, those grades which were considered to be articulation points were chosen for focus. These included the first, seventh and ninth grades. Each of these grades represents the first year of a new academic experience for students in participating schools. While it was considered desirable to attempt to reach all grades, this was a practical impossibility and the choices made were a practical necessity. It cannot be overemphasized that the research design provided for only a partial test of the model under consideration. The reasons why this was so have already been delineated.

One lesson that came through clearly for members of the project staff as a result of this research experience was that school districts and school personnel are in a constant state of flux. Changes in principalships and changes in pupil personnel positions from the first to the second project year caused some changes in participating schools and in participating personnel. It had been hoped to utilize all first-year schools during the second year and to add additional schools. While to a large extent this was carried out, there were schools which participated the first year which did not participate the second year. In nearly all cases, this came about as a result of the fact that new principals took over administrative management of the school and did not wish to continue participation. Fortunately, this happened in a minimum number of cases and did not pose a serious problem. Among project consultants, the change was minimal. In most cases where project consultants did not continue for a second year of participation, the reason was either leaving the district or returning to academe for advanced work. In no case of which project staff is aware did a project consultant quit the project because they were disappointed in or unhappy with their experience.

First Year Procedures

Experimentation during the first year was limited to the provision of parent group counseling to the parents of first, seventh and ninth grade children in participating schools. In view of the preventive emphasis of this research, invitations were issued to the parents of all first, seventh and ninth graders. No attempt was made either to specifically include or exclude the parents of children whose problems were other than normal.

The mode of reaching parents was, in most schools, through a letter sent home through the first-class mail over the principal's signature. The letter described the purpose and structure of the parent groups and indicated the number of meetings to be held. A postcard was included with the letter so that a parent might indicate interest or disinterest in participating in such a group. The card also provided opportunity for the parent to indicate preference with respect to time. All parent groups were scheduled for the evening in a specific effort to make it possible for fathers as well as mothers to attend.

In schools where the population was primarily from children in minority ethnic groups or lower socioeconomic classes, the approach described above was, predictably, not successful. In one such school, however, (a junior high school) counselors took the responsibility for making personal contacts with the parents of seventh graders. In this school, nearly fifty parents of seventh graders were involved in parent group counseling during the first year and an equal number were involved during the second year. It might be added that this was in a school where the principal predicted flat failure for parent group counseling and where the PTA had been abandoned due to lack of parent participation.

Prior to their participation in group counseling, parents were informed that the purpose of the discussions was to enable them to learn how they could be of greatest help to their children in the academic setting. It was structured so that they would have an opportunity to share their experiences with other parents under the leadership of a pupil personnel specialist. Emphasis was on the fact that the groups would be primarily structured around discussion rather than being didactic in nature. At the first and seventh grade level, parents were informed (during the first year) that a series of four meetings was planned. At the ninth grade level, parents were informed that a series of seven meetings was planned.

During the first year, there was an additional difference between the first and seventh grade groups on the one hand and the ninth grade groups on the other. In the case of the first and seventh grades, emphasis was on the normal development of children. At the ninth grade level, emphasis was on the role of parents in the vocational and educational decision making of their children. This distinction proved to be an unnecessary one, since high school parents soon indicated their interest in the same kinds of problems which concerned the parents of first and seventh graders. Copies of sample letters to parents can be found in Monograph #2 (Shaw and Tuel, 1965).

Following determination of which parents had stated that they would participate in the groups and which parents either stated that they would not participate or had failed to respond, the instruments to be utilized in the pre and post aspects of data collection were mailed to them. At the end of the year, following completion of all parent groups, research materials were again mailed to participants and non-participants. Data returns were significantly impaired through this method of collection and during the second year of project operation, data was collected from participating parents at the time groups met rather than through the mail. There was no other practical way to deal with the problem of data collection from non-participating parents, and use of the mail continued with this group.

Parent Group Structure

Parents at the first and seventh grade levels were initially invited to attend a series of four group counseling sessions. These meetings were not referred to as counseling oriented, but rather were labeled as parent discussion groups in the presence of the parents. As the initial series of four meetings drew to a close, each project consultant informed his group that there would be a second series of four meetings for parents who were interested in continuing. At this point those who wished to drop out could do so, while those who wished to continue also could do so. As the second series approached its conclusion, parents were informed that there would be a third series of four meetings in which they could participate if they wished to do so. Any parent could thus elect not to participate or participate in four, eight or twelve group counseling sessions. If a group became too small to operate appropriately as a result of parent dropout, it was combined with another ongoing group.

At the high school level, parents initially were invited to attend a series of seven meetings. As this series reached its conclusion, they were informed that an additional series of five meetings would be held for interested parents. Thus, at this level a parent could elect not to participate, participate in up to seven meetings or continue beyond this to participate in as many as twelve group counseling meetings.

Previous attempts to control counselor behavior during counseling have not proven highly successful. In the light of this knowledge, project staff did not attempt to impose any specific mode of operation on individual counselors. Emphasis was on the fact that counselors must not utilize such meetings as vehicles for a didactic or lecture approach and that group interaction was a basic aim in all groups.

During the second year of operation, there was increased emphasis on attempting to get parent participants to actually try some of the techniques discussed during the counseling sessions. A difference was found between teachers and parents in this regard, with teachers being more inclined to attempt to alter their behaviors and parents being inclined more to discuss their behavior without accompanying attempts at behavior modification.

The project consultants who carried out parent groups were in every case those consultants who were employed in or consultant to the specific schools in which they handled parent groups.

Teacher Group Structure

Teacher groups were formed only in those schools where parent group counseling was being carried out. The invitation to teachers to participate in such groups was made in every case by the project consultant responsible for carrying out teacher groups in that school. The presentation was made at a faculty meeting early in the fall. Teachers were informed that the basic purpose of the groups was to provide a place in which they might discuss with their colleagues the professional problems and concerns which were of interest to them. They were informed that there would be five such meetings and that the groups would meet weekly for five consecutive weeks.

Immediately after the beginning of the second semester, teachers in participating schools were informed that a second series of five teacher group meetings would be held. It was indicated to them that the purpose and structure of the meetings would be the same in the spring as it had been in the fall. All interested teachers were invited to participate. Teacher group meetings were structured in this way in order to determine, through the proportion of attendance at the second series, whether or not teachers perceived such group meetings to be of assistance to them in the carrying out of their professional responsibilities.

The structure of groups for teachers was, in most ways, similar to that used for parents. Emphasis was on the facilitative role of the counselor and the interactive role of the teacher. Teachers, to a greater extent than parents, tended to try out new behaviors and to discuss the results in the groups. The only limit placed on discussion was that those problems or concerns discussed within the groups should be of such a nature that the individual involved in the discussion should be able to initiate steps toward change on his own. This proviso thus limited discussions of such areas as administrative policy and focused concern on areas where participating individuals could make changes themselves. For the most part, this simple limitation caused teachers (and parents) to focus on their own behavior.

Data Collection: Instruments and Procedures

Although the basic purpose of this monograph is to report the outcomes of parent group counseling on children, the entire data collection procedure will be briefly recapitulated here. A detailed presentation of data collection with parents and children can be found in Monograph #2 (Shaw and Tuel, 1965).

Data Collection: Parents

During the first year of parent group counseling, an attempt was made to collect all data from parents through use of the mails. This proved particularly difficult and loss of data from participating parents was high. During the second year of the project, the pre-experimental data were collected at the first parent group meeting and the first series was extended from four to five sessions to take this factor into account. This approach, too, had its shortcomings. Some parents were aggravated by this procedure, even though attempts were made to explain to them that certain data would assist in determining whether or not the parent groups were worthwhile. At this juncture, some parents elected not to return for participation in the groups. This approach did, however, result in obtaining a much higher proportion of data from parents who participated in the group counseling sessions. At the end of a parent's participation in group counseling, the consultant who had handled a particular group was responsible for obtaining post-experimental data from the parents. This effort, too, proved more successful than attempts to utilize the mails.

Elementary and junior high school parents were all asked to respond to a specially constructed attitude questionnaire called The School Opinion Survey (Appendix A). This instrument was factorially derived and attempts to reflect basic parent attitudes towards school. It is more completely described in Monograph #4 (Shaw and Rector, 1968) which is devoted exclusively to the development of this instrument. Elementary and junior high school parents also responded to a modified version of the Family Life Attitude Inventory (Schaeffer, Bell and Bayley, 1958). The modification of this scale is described in Monograph #2 (Shaw and Tuel, 1965). Briefly, the modification consisted of shortening the inventory by utilizing only the fourteen scales which appear on both the mother and father forms of the inventory and by reducing the number of items on each scale to seven. A copy is included in Appendix B.

At the high school level, parents were likewise requested to respond to the School Opinion Survey both prior to and following their participation in the groups and, in addition, were asked to complete the Educational-Vocational Plans Inventory (parent form) prior to and following their counseling experience (Appendix C).

In addition to parents who participated, the research materials described above were mailed to all parents of first, seventh and ninth grade children who did not participate in parent group counseling in an effort to develop a control group. It has already been mentioned that strong administrative feeling forbade the randomization of the parents who participated. Thus, the data will be biased by whatever differences exist between a group of parents who volunteer to participate in such an experience and a group who do not volunteer to participate in such an experience. These data are further biased by the fact that a certain proportion of parents, particularly among the non-participants, failed to respond to these forms.

Each participating parent was asked to complete the Post-Series Reaction Sheet following the completion of each series (Appendix D). If a parent participated in more than one series, then he would complete more than one Post-Series Reaction Sheet.

Data Collection: Teachers

Data was collected on all teachers in participating schools whether or not they elected to participate in counseling groups. This data was collected at a regularly scheduled faculty meeting, both prior to the initiation of teacher counseling groups and following their conclusion in the spring. The instruments utilized with teachers included the School Opinion Survey described above and the Inventory of Professional Educational Practices (Appendix E). This latter instrument was put together by project staff for specific use on this project. It includes a modification of the Organizational Climate Description Questionnaire by Halpin and Croft (1963), an abbreviated form of the Minnesota Teacher Attitude Scale developed originally by Cook, Leeds and Callas (1951) and factored by Horn and Morrison (1965). In addition, a section entitled The Grading Practices Opinionnaire was developed by the project staff to determine the criteria utilized by teachers in assigning grades to students. It consists of 36 items and seven factors. The same data were collected from these teachers again at the end of the academic year.

Data Collection: Principals

All principals of participating schools were asked to complete the School Opinion Survey and the Inventory of Professional Educational Practices. Since they were not asked (nor permitted) to participate in any of the groups, these instruments were completed by principals only once at the beginning of the experiment.

Data Collection: Counselors

All counselors were asked to complete a form reporting certain biographical, experiential and educational data. In addition, each participating consultant was required to complete a form entitled Counselor Reactions to Specific Groups (Appendix F) following the completion of a given series for each group. In addition, each consultant was required to complete a form entitled General Counselor Reactions

(Appendix G) following the completion of all parent and/or teacher group counseling activities for a given year. In the Spring of 1965, all participating consultants were asked to complete a form entitled Qualitative Impressions of Consultants (Appendix H). This form was completed by all consultants at the workshops provided by the research center.

Data Collection: Children

The children were actively involved in the collection of data only at the ninth grade level. At this level, children in participating high schools completed the Educational-Vocational Plans Inventory (student form) and the School Opinion Survey, both prior to the initiation of parent counseling and following the completion of parent counseling.

At all levels (Grades 1, 7 and 9), the following data were collected on children throughout the experimental year:

1. Disciplinary referrals
2. Referrals to pupil personnel specialists
3. Grades assigned by teachers
4. Scores on achievement tests
5. Scores on intelligence tests
6. Attendance records
7. Tardiness records

It can be seen that the data collected on children are essentially behavior data rather than attitude data.

Data Types

It would be well to recapitulate at this point the four basic questions which this study has attempted to answer and to relate these questions to the data which has been delineated above. The first question under consideration relates to the feasibility of the hypothesized approach. Feasibility will be essentially determined by degree of participation. This, in turn, can be determined through attendance records which were kept on teacher and parent counseling groups.

A second question raised was related to the reactions which participants would have toward the experience following its conclusion. Participants are those parents and teachers who attended group meetings as well as the project consultants who conducted them. The data obtained from the Post-Series Reaction Sheets, Counselor Responses to Specific Groups, General Counselor Reactions and Qualitative Impressions of Consultants will assist in answering this kind of question.

A third question which this research raised was related to the attitudes of participating and non-participating persons. In the first instance, it was deemed necessary to discover whether or not there were basic attitudinal differences between those who volunteer to participate and those who did not participate. It was also intended that a determination be made as to whether counseling had an effect on attitudes which might be deemed significant; was there a change in these attitudes following exposure to counseling? The School Opinion Survey, Family Life Attitude Inventory and Inventory of Professional Educational Practices were instruments utilized to accomplish these purposes.

The final question was whether or not child behavior was influenced by the participation of their parents and teachers in the group counseling sessions. Information on changes in children's grades, intelligence test scores, achievement test scores, attendance records, tardiness records and referrals for various reasons were intended to provide answers to this question. These latter data were collected and summarized on a form known as the Student Data Summary. A copy of this form will be found in Appendix I.

Chapter 5

Summary of Previously Reported Findings

Six previous monographs have reported in considerably more detail than is possible here the research design, the postulated model and the development of instruments used for data collection purposes. In addition, these monographs have reported on the feasibility of both parent and teacher group counseling as well as on the responses of parents and teachers to their experience.

At no point have the attitude data collected on parents and teachers been reported, nor will this be possible within the time limit imposed by the present grant. It is anticipated that this data will be analyzed and reported in the future, both by the activities of present project staff operating independently and through the medium of studies by graduate students.

The basic purpose of the present monograph is to report the impact of intervention with adults on the behavior of children. Prior to this, however, the findings which have been previously reported in the six other monographs will be summarized. It should be emphasized that this summary requires much abbreviation of a great volume of complex data. This summary will report outcomes in three of the four major areas in which questions were raised prior to initiating the research. The fourth area, impact of counseling with adults on children, will comprise the bulk of the remainder of the report.

Feasibility

The feasibility of the proposed approach has been conclusively demonstrated. Both parent and teacher participation in voluntary counseling groups was of such a magnitude that there is no question but that both groups took advantage of the opportunity to participate in counseling groups. Those parents who participated were what, for the most part, might be considered "typical" parents rather than the parents of children who had more serious difficulties.

Specific details on parent participation have been delineated elsewhere (Shaw and Tuel, 1965; Shaw and Rector, 1966; Shaw and Rector, 1968). During the first year of parent group meetings, as high as 27% of the parents of first grade children in sixteen different elementary schools attended the first group session. This ranged downward to a low of 4% at another elementary school in the same school district. It has since been learned that one of the reasons for such wide variation in parent attendance is the attitude of the building principal toward the role of pupil personnel services in his school. Principals who indicated that they planned to use such services more extensively in the future than they had in the past tended to have considerably higher parent participation than principals who indicated that they intended to use such services in about the same degree in the future.

Parent attendance at three junior high schools during the first year of parent group meetings ranged from a high of 15% to a low of 4%. In connection with the latter school, it should be pointed out that this school was one comprised largely of a minority ethnic group in the lower socioeconomic strata and that other attempts to get parents into the school, such as the PTA, had been completely abandoned by the administration and teaching faculty. In addition, the building principal assured project staff that not one single parent would participate in parent counseling groups. Yet, not only did a surprisingly large proportion of these parents participate, but beyond this, over 50% of those who initially came participated in at least eight sessions and more than one-third of those who initiated parent group counseling participated in twelve group counseling sessions. The second year at this school, the relative proportion of parents participating went up.

At the ninth grade level, parent participation was approximately 15% of ninth grade parents in one high school and 8% in the ninth grade of the second high school. In the latter school, many more parents signified a willingness to participate than the two counselors at the school could handle, so this figure is misleadingly low. Actually, over 25% of the parents of ninth graders wanted to attend group counseling meetings, but counselors handling the groups could not provide the necessary time.

A number of facts about obtaining parent participation were learned in this process. In schools in middle class neighborhoods, there was no difficulty in getting substantial parent participation simply through the medium of sending a letter to the parents through the first-class mail and asking them to return an enclosed postcard indicating their interest or lack of interest in parent groups. This technique was completely inappropriate and ineffective in schools where minority ethnic groups or lower socioeconomic groups formed the core of the student population. Efforts to reach these parents through the mail failed. Even when the problem of bilingualism was taken into account through the use of a second language, parents failed to respond to such appeals. On the other hand, they did respond well to personal contacts from interested school personnel. It was in this way that parent attendance was achieved in the junior high school cited above. It was the feeling of the counselors involved in this school and others like it, that word-of-mouth communication in the community was a significant factor in increasing the proportion of parent attendance in the second year.

Another valuable lesson to project staff was learned in connection with the high school series. This series was initially structured around educational-vocational choice and the ways in which parents could be effective in assisting their children in this process. Counselors soon discovered that parental concerns were considerably broader than this and that it was necessary to structure the groups in essentially the same way that groups at the elementary and junior high school were structured. The concerns of high school parents paralleled in large part the concerns of elementary and junior high school parents. The specific problems were different; the issues were the same.

The common myth about lack of interest of both minority ethnic group parents and high school parents in their children has been effectively dispelled by data collected in this project. Minority ethnic group parents do not, under normal circumstances, view schools as social agencies concerned with them and their children, but appear to view schools somewhat as an extension of the police force. When approached appropriately, they will respond to the school when the school evidences real concerns for their children. A gratuitous outcome of the parent discussion groups was the fact, observed by project consultants, that if the child of a parent who had participated in counseling groups did subsequently get into difficulty, the parent attitude toward the school and toward the problem was totally different from what it would have been prior to participation in parent groups.

At the high school level, parents were clearly interested in and concerned about their children when the school approached them with a proposal for cooperative action which they saw as relevant to their interests and concerns and which appeared from the outset to have some value to them and their children. Parents do not seem to lose interest in their children as they get older; rather they appear either to give up any hope of modifying school practices or they give up hope of modifying their children's behavior.

The feasibility of teacher group counseling was likewise emphatically illustrated. A high proportion of principals predicted that teachers would not participate in such groups without such inducements as compensating time off, academic credit or credit on the salary schedule. These devices were specifically banned during this project, and the proportion of teacher response was highly gratifying. In some schools, as high as 100% of the available teachers elected to participate in the voluntary teacher discussion groups. At the same time, it should be pointed out that there were schools in which it proved impossible to get enough teachers participating to form groups. In this kind of school, again administrative attitudes tended to be neutral toward pupil personnel services rather than firmly positive. At the same time, there can be no doubt that most teachers in most schools are professional enough to want to participate in meetings intended to assist them to improve their effectiveness even when the carrot-on-a-stick philosophy is abandoned. Attendance at these groups was better for the two districts with the largest proportion of minority group pupils.

Reactions of Participating Groups to Their Experience

Three groups can be said to have participated in the experiment. These are teachers, parents and the pupil personnel workers themselves. Data on the reactions of each of these three groups has either been reported previously or is in the process of being reported. Data already reported appears in Monograph #2 (Shaw and Tuel, 1965), Monograph #3 (Shaw and Rector, 1966), Monograph #5 (Shaw and Rector, 1968) and Monograph #6 (Shaw and Rector, 1968).

The responses of all three participating groups to their experiences have been highly positive. There is always the suspicion when such self-reports are obtained that halo effect may act to unduly increase positive aspects of such reports. Three factors appear in the present circumstances to mitigate concern about halo effect. The first is that responses are generally so highly positive that it is difficult to attribute them to halo effect. The second is that there appears to be a certain selectivity in response. For instance, counselors who handled more than one parent or teacher group respond differentially to different groups, reporting positive reactions to one group and non-committal or even negative reactions to another. The same can be said for parents and teachers from one group to another; the responses of some groups are uniformly positive, while those of other groups tend to be more noncommittal. Still a third factor which reduces suspicion about the halo effect in the present instance are the high correlations seen between counselor responses in general and the responses of teacher and parent participants. This latter finding tends to establish the validity of responses to a certain extent.

It has been established that while parent responses about the helpfulness of group discussions were positive from beginning to end, that this positiveness tends to increase the longer a parent stays in the counseling groups. It has also been established that there are no differences in degree of positiveness or negativeness of parent responses at the three academic levels investigated. This is a finding of significance, since it supports the contention made previously that high school parents are apparently as interested as elementary school parents in their children.

There was some variation in patterns of teacher response from the patterns seen in parent responses. Although those teachers who did participate in the groups tended to be uniformly positive in their perceptions of the groups, there were some variations in the relative amount of participation from the elementary to the high school level. At the elementary level, there were some schools where as many as 100% of the available teaching staff participated in teacher discussion groups. It should also be pointed out that there were elementary schools where so few teachers indicated interest in participation that it was not possible to form teacher groups, but at the same time it is clear that the proportion of participation among teachers is higher at the elementary level than at either the junior high or the high school level.

At the high school level, teacher participation proved relatively small, although it should be pointed out that only two high schools were available and that there were certain special problems of morale existing in both these schools which might have mitigated against teacher participation in the group counseling effort. At the same time, if the data are accepted at face value, then it will be more difficult to obtain teacher participation at a secondary level than at the elementary level.

Another index of teacher response to the counseling groups is the extent to which teachers who participated in the group discussions held in the fall elected to participate in a similar series of group discussions held in their school in the spring. Approximately 75% of teachers who participated in the first series also participated in the second series in schools where this opportunity was offered. This is a firm behavioral indication that teachers found the groups to be of value and tends to substantiate the highly positive self-reports of teachers relative to their attitudes toward the groups.

Changes in Participants

Voluminous data was collected on participants prior to and following their participation in the groups. This data included, for parents, a revised version of the Family Life Attitude Inventory and the School Opinion Survey. Data collected on teachers included the School Opinion Survey and the Inventory of Professional Educational Practices. All of these instruments are highly complex and reflect a wealth of valuable data. This data has all been transferred to IBM cards, but at this point has not been subjected to analysis. A hard look at the facts indicates that most of it will not be treated prior to the end of the project on July 31, 1968.

Chapter 6

Impact of Research Procedures on Children

The ultimate concern of testing this particular model of pupil services has been to determine the impact of such services on children. Data reported to this point have demonstrated both that the model is feasible within a typical public school system and that those who participate in such a venture respond to it in a highly positive way. But regardless of how pleased or even how changed significant adults may be, the services provided must either result in changes in children or modifications would need to be considered. The first section of this chapter will compare the children of non-participating parents to those of participating parents. A participant was defined as any parent who attended only one session of the discussion groups, and for this reason the data on participants are considerably vitiated due to the parents represented in these tables who attended only one or two sessions. Data will be reported in subsequent sections which will compare the children of parents who participated differentially in the parent group counseling.

Comparison of the Children of Participants and Non-Participants

The data reported on the Student Data Summary (see Appendix I) will be utilized to compare children whose parents participated in contrast to parents who did not participate at all in the parent group counseling. Tables 1, 2 and 3 compare children of participants and non-participants on the results achieved on standardized intelligence tests and on the grades they received at the end of the first and second semesters during which their parents were active in counseling groups. Intelligence scores and grades are reported in terms of standard scores, and the standard scores were computed for each school separately in order to minimize differences in grading practices from one school to another. For each school the standard score mean was 5 and the standard deviation was 1.00. Scores above 5 represent I.Q. and grades above average for the school and scores below 5 represent below average performance on these criteria. These tables present results for both the 1964-65 and 1965-66 academic years, the period during which parent group counseling was actively being carried out.

Statistical analysis of these tables is reported in Table 4. Application of the Sign Test to grades indicates significant differences during both of the experimental years and at all three academic levels, with the exception of the elementary level during the 1964-65 academic year. The Sign Test was not significant at that level during that period of time but did approach significance. All in all, there can be little doubt that the children of participants did receive better grades than the children of non-participants.

There is always the possibility that built-in differences in academic aptitude may account for such a finding. Study of intelligence tests results reveals that the children of participating parents did score higher on five of the six measures of I.Q. contrasts than children of non-participating parents. These differences are, however, so small that they probably cannot be held to account for the obtained differences in grades. It is also difficult to accept aptitude as the basic determinant of grade differences, since the standard I.Q. score of participants tended to go down from the 1964 population to the 1965 population but grade standard scores tended to go up during the second year.

Differences on Standardized Achievement Tests

Tables 5, 6 and 7 report differences between children of participants and non-participants on standardized achievement tests. As was the case with the I.Q. measures, the achievement measures were standardized within each school and then averaged for the participant and the non-participant groups separately. No data are available for the junior high or elementary school level during the 1964-65 year; however, data were available for the 1965-66 year at both these levels. A fairly representative sample of achievement test behavior is available for both years at the high school level.

In the case of every single comparison made between participants and non-participants at all three levels, the scores of the participants exceed those of the non-participants. Outcomes of the Sign Test applied to these findings are as expected and are reported in Table 8. All differences tested were highly significant.

Other Behavioral Comparisons

In addition to grades and achievement test scores, the Student Data Summary made provision for the collection of information on excused absences, unexcused absences, referrals to administrators and referrals to guidance personnel. Results are reported in terms of the percent of the population referred and how frequently. Results reported for 1965-66 are shown for the end of the first semester and the end of the second semester as well, when available. The data for males and females are reported separately.

Results for males are reported in Tables 9, 10 and 11. At both the high school and elementary school levels, it seems generally true that non-participants exceeded participants in excused absences but no pattern can be seen for the unexcused absences. This tends to be true both at the end of the first semester and at the end of the second semester. Variations to this pattern are seen at the junior high school level with non-participants exceeding participants in unexcused rather than excused absences at the end of the second semester during the 1965-66 academic year. There are no meaningful differences in the referral patterns of participants and non-participants to administrative or guidance sources.

Outcomes for females are reported in Tables 12, 13 and 14. The pattern which emerges for females is highly similar to that obtained with males. At the high school and elementary school levels, participants tend to have fewer excused absences and the high school and junior high participants had fewer unexcused absences than non-participants. There do not seem to be any real differences on unexcused absences at the elementary level or on excused absences at the junior high level. Referrals to administrative and guidance sources show few differences between participants and non-participants; however, the participants at the lower grade levels were referred more frequently.

Results of behavior data accumulated on the Student Data Summary indicate that the area of school attendance was the most sensitive to the participant - non-participant impact on children's school "citizenship." This tended to be true at all three grade levels. Both boys and girls of participating parents had better attendance records than their peers whose parents did not choose to participate in the parent discussion groups.

Interrelationships between Outcome Behaviors and Participant Reactions by Groups

Study of the relationships existing between outcome behaviors and participant reactions should provide clues to the meaning and validity of the participant reactions. The general question of whether subjective responses of those who have participated in counseling are related to behavior outcomes is one which has not been thoroughly explored. Some contend that subjective reactions of participants in counseling are related primarily to their own changed feelings, but not necessarily to behavior changes. In this instance, of course, the concern is with behavior changes in individuals once removed from the counseling situation. At the same time, evidence of change in this group must almost be accepted as evidence of change in the group involved in counseling. This at least has been an assumption underlying the basic thrust of this research.

General Counselor Reactions and Outcome Behavior

Tables 15 through 18 provide data on the interrelationships between general counselor reactions and other outcome criteria. Table 15 reports the mean responses of counselors to the three items of the GCR. All three responses are above the scale mean of 3, and responses to Items 1 and 2 fall between a positive and a highly positive response.

Tables 16 through 18 represent correlations between indices of child behavior and specific items of the GCR by group means. Group means were derived from the standard score mean of the groups' children on the various criteria. The standard scores were derived for each school individually. These tables reflect outcomes at all three levels. Only one correlation in Table 16 reaches significance. This is the positive correlation between Item 3 on the GCR which asks "Do you feel that your work with parent groups had any impact on their children?" and scores on Achievement Test No. 2 (Science). This correlation may well be a chance deviation in the absence of other significant correlations in this table.

Table 17 reflects items of the GCR correlated with grades at the end of the first semester and at the end of the second semester. Negative correlations reflect the fact that items on the GCR were responded to positively and that grades went up. Positive correlations, of course, reflect the reverse situation. Perusal of the table indicates that most correlations are in a negative direction, indicating a tendency for positive counselor response to be related to improvement in school grades generally. There are only four significant correlations in the table. Three of these exist between Item 1 of the GCR and various grades. Two of these indicate a relationship between positive GCR response and improved grades, while the third indicates that as GCR responses became more favorable, grades in science at the end of the second semester went down. The same relationship holds between

Item 2 of the GCR and second semester grades in science.

Table 18 reports the relationship between the GCR and data from the Student Data Summary. The most consistent finding is that as counselor response became more positive to all three items of the GCR, second semester excused absences went down. On the other hand, as counselor responses to Items 1 and 3 of the GCR became more positive, second semester unexcused absences went up. The meaning of this data is difficult to interpret without further research. It is known, however, that excused absences are negatively correlated to unexcused absences for the students in this study.

Counselor Reactions to Specific Groups and Outcome Behavior

Tables 19 through 22 report the relationships between counselor responses to the form labeled "Counselor Reactions to Specific Groups" (CRSG) and outcome data, including achievement tests, grades and certain specific behaviors. Table 19 reports the mean counselor responses to the CRSG items in terms of raw scores. These responses are specific to particular groups, and hence might be logically expected to correlate more highly than did the items of the GCR with outcomes. Inspection of Table 19 indicates that the mean counselor responses are uniformly in directions that can be interpreted as being positive, although the fact that they are closer to the scale mean than the items of the GCR tended to be indicates more moderation in responding when specifics about the individual groups are asked for than was true of their generalized reactions.

Table 20 reveals no significant correlations between items of the CRSG and outcomes on achievement tests. Table 21 indicates that there are a number of significant correlations between items of the CRSG and the grades obtained by the children of participating parents. However, in every case where counselor responses tend to be positive about the group experience, the grades of the children tend to go down. As was true with responses to the GCR, second semester grades in science are particularly sensitive to counselor reactions, and on every item but one on the CRSG positive counselor responses are related to lower student grades. The same can be said for second semester grades in art and music and to a lesser extent of first semester grades in art and music. No specific item of the CRSG appears to be any more sensitive than another, but some academic areas (those just mentioned) do seem more sensitive than others. It should also be noticed that with the exception of art and music, every significant correlation is associated with grades at the end of the second semester, rather than with grades at the end of the first semester.

Table 22 reports correlations between CRSG items and behavioral indices obtained on children of participating parents. Two significant correlations appear in this table. These indicate a relationship between positive counselor perceptions of group outcomes and a decline in excused absences at the end of the second semester and a relationship between positive counselor perceptions of group rapport and an increase in the number of unexcused absences during the second semester.

Parent Reactions and Outcome Behavior

Tables 23 through 26 reflect relationships between parent perceptions of their group counseling experience through the use of the

Post-Series Reaction Sheet (PSRS) and the various outcome data. Table 23 reveals the raw score means of the groups on the various items of the PSRS. Item 1 is the only item which has an approximately normal distribution. Three of the other four items are highly skewed in a favorable direction, but Item 3 asking about behavior change in children is considerably below the midpoint on the scale. Table 24 reports the results of correlations between items of the PSRS and the five achievement measures. Significant correlations are found between Item 1 and 2 of the PSRS and every one of the five achievement measures. Outcomes for Item 1 are rather surprising, to say the least. These correlations indicate that as parent perceptions of the helpfulness of the groups increased, the performance of their children on achievement measures tended to go down. Results obtained on Item 2 indicate that the more that parents perceived a lack of negative results from their group participation, the more the grades of their children tended to go up.

It was initially anticipated that these two items would be polar opposites and that one would serve as a check on the other. This is obviously not the case. In attempting to understand this phenomenon further, parents were divided into four groups--a high helpfulness-low negative results group, a low helpfulness-low negative results group, a high helpfulness-moderate negative results group and a low helpfulness-moderate negative results group. The total parent population was approximately equally divided among these four groups. This finding clearly indicates that Items 1 and 2 of the PSRS are uncorrelated, and the fact that 25% of the total participant parent group was comprised of a high helpfulness-moderate negative results group may indicate some incomplete closure on the part of a significant segment of the responding population. Steps are under way to analyze these four groups further to see if correlations between their responses to the PSRS and the achievement scores of their children vary from the pattern reported by Table 24.

Table 25 tends, in many ways, to confirm the findings of Table 24. Again, there is a strong tendency for parents who see the groups as very helpful to have children who do more poorly in their academic grades following parent participation in counseling. On the other hand, parents who perceive strongly a lack of negative outcomes from their group participation tended to have children who did better in their grades following parent participation in group counseling. This pattern is almost precisely that described above and will be studied further. At this point, it appears sufficient to say that self-reports ofthe helpfulness of group counseling by parents is reflected rather surprisingly in some of the more significant behaviors of their children.

The precise reason that parents' self-reports relative to the helpfulness of the group should diverge from counseling outcomes is difficult to pinpoint. More than one alternative answer is possible. In view of the lack of relationship between high interaction and positive behavior outcomes, there is the possibility that counselors in some groups tended to emphasize a therapeutic situation rather than discussion of child behaviors and how parents could influence child behaviors. Thus, parents in these groups might perceive such a group experience as highly helpful but few changes in the behavior of their children would exist, since the orientation of the group was not in that particular direction. The possibility also exists that those parents who were most disturbed found the groups to be the most "helpful." At the same time, these particular parents might logically be expected to show the least behavior change and therefore have less impact on the behavior of their children. Available evidence probably supports the former hypothesis somewhat more strongly than the latter. As will be seen in a subsequent section, when the responses of individuals rather than the responses of groups are correlated with outcome behaviors, the number of significant correlations drops. This would imply that the groups are functioning as units and that there tended to be a certain unanimity of response within a particular group.

Table 26 reflects PSRS relationships with certain child behaviors. The pattern seen in the preceding two tables is not in evidence here. In this instance, Item 3, reflecting parent perceptions of changes in their children's behavior, tends to correlate most highly with the behavioral indices reflected in the table. As parent perceptions of helpfulness and changes in child behavior go up, excused absences during both the first and second semester go down; as parents express willingness to recommend participation in the groups to other friends, first semester excused absences go down; as parents report negative results from their group participation, guidance referrals go up. These relationships fit the project's objectives. However, as parent perceptions of behavior change in their children go up, second semester unexcused absences and administrative referrals for their children also go up and these are not the outcomes anticipated.

These data are extremely hard to summarize and interpret. Perhaps the best statement that can be made about them is that no simple relationship exists between parent perceptions of their experience in group counseling and the subsequent behavior of the groups' children in school. It is quite possible that the parents' reaction to their children's behavior changed but that the children did not themselves change behavior patterns, and as parents no longer agreed to excuse absences for their children, unexcused absences by definition went up and thus administrative referrals also went up. Clearly, it is no longer sufficient to ask a group whether or not counseling was of benefit to them and assume that a one-to-one relationship exists between their perceptions and the type of subsequent behavioral change experienced by the groups' children.

Attendance Patterns and Outcome Variables

Parent attendance during group counseling sessions is a more firm behavioral index of commitment to counseling than the responses which they make to questionnaires following counseling. For this reason, study of the relationships between parent attendance and the performance of children on outcome criteria are significant. Table 27 reports the mean of the proportion of the groups who attended each of the five meetings. In no case is this proportion as high as 100%, indicating that there was not necessarily a progression of attendance which began with the first meeting; rather, it indicates that some parents initiated their attendance at some time subsequent to the first meeting.

The greatest single drop in attendance does follow Meeting No. 1.

This is, in all probability, due to the fact that Meeting No. 1 was utilized solely for the completion of certain instruments by the parents, and a certain number of parents were disgruntled enough with this procedure to break off their participation at this time. This was an anticipated risk, but one the project staff felt must be taken in order to secure certain data. Parent attendance dropped somewhat more than 50% from the first through the fifth meeting. The average participant attended nearly three meetings, as indicated by the figure of 2.67 under the heading "Total Meetings." The fact that one group did not meet at all after the third meeting and two groups did not hold a fifth meeting tended to depress this mean.

Table 28 indicates that there was no significant relationship between attendance at any particular meeting and outcomes on I.Q. and achievement tests. Nor was there any significant relationship between the average total number of meetings attended by the group and the I.Q. and achievement test scores attained by their children. However, this is in an increasingly negative direction as attendance goes up.

Table 29 reports relationships between group attendance at each of the five meetings and average total number of meetings attended with grades obtained by children during the year in which their parents participated in counseling groups. In a matrix of 74 correlations, one correlation appears which is significant at the .05 level and two significant at the .10 level. This indicates a marked lack of correlation between attendance at any one meeting and total number of meetings attended on the one hand and the grades obtained by children of participating parents on the other.

Table 30 does report a large number of highly significant correlations. It is interesting to note that none of these correlations exists between Meeting No. 1, the data collection meeting, and the behavior criteria. These correlations indicate that attendance at Meetings 2, 3, 4 and 5, as well as total number of meetings attended, was related to a decrease in excused absences following both the first and the second semester. On the other hand, attendance at Meetings 2, 3, 4 and total number of meetings attended was correlated with an increase in the number of unexcused absences following the second semester. Attendance at Meetings 3 and 4 was related to a higher number of administrative referrals, while attendance at Meeting No. 3 and total number of meetings attended was related to an increased number of guidance referrals. In this instance, it appears that there are some rather firm relationships between parental attendance and outcome criteria.

Interrelationships between Outcome Behaviors and Participant Reactions by Individual

The preceding section has reported on the interrelationships between outcome behaviors and participant reactions when the group mean was used. This section will report on similar outcomes when individual scores rather than group means were utilized in the correlations. In order to achieve an even clearer picture of such outcomes, mothers and fathers are considered separately. In addition, the much increased N achieved through utilizing individual scores makes it possible to look at the elementary, junior high and high school levels separately and to view the correlations from the point of view of whether or not participation in Series 2 resulted in outcomes different than participation in Series 1. No data on Series 3 are included because of the small N.

One of the most striking global features of this data is the fact that, taken as a whole, there are considerably fewer significant correlations than were found when the data was treated through use of group means. This diminution in the number of significant correlations may well indicate that groups tended to function as a unit and to move in similar directions through a similar process. Utilization of individual scores tends to destroy this group action. The existence of this phenomenon substantiates the notion that groups are either effective as a group or ineffective as a group and merits considerable further investigation.

Parent Attendance and Child School Behavior

Tables 31 and 32 present the relationships between certain specific child behaviors, including excused absences, unexcused absences, administrative referrals and guidance referrals, and the total number of meetings mothers and fathers were in attendance, both singly and combined. Table 31 reflects these relationships for the mothers and their husbands, while Table 32 reflects these relationships for fathers and their wives.

The major impact which the attendance of mothers had on the school behavior of their children was on the administrative referrals made of these children. At both the elementary and junior high school levels, as mother attendance increased the number of administrative referrals made of their children also increased at the end of the second semester. At the junior high level, as the attendance of the husbands of these mothers increased the number of administrative referrals of children also increased. At both the elementary and junior high school levels, as the attendance of both of these parents increased so the number of administrative referrals increased. Three other significant correlations appear in this table. They are related to absences and father attendance, but no pattern open to interpretation appears.

Table 32 indicates that as fathers' total attendance increases, as the attendance of their spouses increases and as their attendance together increases, the number of administrative referrals at the end of the second semester also increases at the elementary level. A nearly identical pattern appears at the junior high school level, with the exception that the attendance of wives does not appear to influence administrative referrals.

The same table also reveals that as father attendance increases, the number of excused absences diminishes and the same is true for the attendance of their wives and of their mutual attendance at the elementary level. Father attendance also appears to have a highly significant relationship to guidance referrals in the elementary school at the end of the second semester. As father attendance increases and as the attendance of their wives increases and as their mutual attendance increases, the number of guidance referrals also increases. These relationships did not appear when the data were viewed from the point of view of mothers (see Table 31). Thus, it would appear that the fathers' attendance affects not only the number of administrative referrals, but also the number of guidance referrals made. From this point of view, father attendance at group counseling sessions appears to be an important variable in determining what happens to children in the school setting. In both of these tables, the least number of significant correlations is found at the high school level. At the same time, it should be pointed out that data were not available at that level on some of the variables which had the most significant correlations at the elementary and junior high school levels. Hence, it should not be assumed that child behavior cannot be influenced through parent attendance at group counseling meetings at the high school level.

Parent Reactions and Behavior Outcomes

The relationships between Post-Series Reaction Sheet outcomes and IQ scores, achievement test scores and grades are reported in Tables 33 and 34. Following Series 1, children whose mothers reported the highest amount of behavior change did most poorly on achievement tests, both at the elementary and junior high school level. In addition, at the junior high level there tended to be a similar relationship between children's achievement test performance and mothers who reported that the groups were the most helpful. A similar relationship existed for junior high school fathers following Series 1 who perceived the most behavior change. Again, their children tended to do poorly on achievement tests. Father perceptions of helpfulness, unlike those of the mother, were unrelated to achievement test performance for the most part. These findings are interesting in light of the fact that nearly 80% of the parents who reported behavior change in their children also reported that the change was for the better. That perception is not borne out as far as performance on achievement tests are concerned.

The relationship between grades and parent perceptions is presented in Tables 35 and 36. Patterns observable between parent perceptions and achievement test scores also appear to exist between parent perceptions and grades. At the elementary level, several correlations reflect the fact that when mothers perceive a relatively high amount of behavior change in their children, the grades which children receive tend to be low. The same relationship holds at the junior high school level and it is stronger here, both in terms of the number and level of significance of correlations. The same pattern holds for junior high school fathers following Series 1, but is not characteristic of elementary school fathers. By and large, the other parent perception variables are not predictive of children's grades following Series 1.

Tables 37 and 38 report correlations between behavior variables and the PSRS for mothers and fathers by school level. The number of significant correlations in these two tables is extremely low. Very little in the way of a pattern of correlations exists. It does appear that mothers at the elementary and junior high school levels who perceive the greatest change to have taken place in their children's behavior were the individuals whose children had the highest proportion of guidance referrals at the end of the second semester. The possibility that these mothers brought their children to the attention of guidance specialists during or following their parent group participation cannot be overlooked.

Summary

Statistically significant differences were found between the children of participants and non-participants on the grades which they achieved during both of the experimental years. These differences exist at all academic levels, with the exception of the elementary level during the 1964-65 academic year. Even in this instance the direction of the difference was appropriate, although the difference itself was not significant. Measured differences in academic aptitude between the children of participants and non-participants do not appear to account for this difference.

The scores of the children of participants on standardized academic achievement tests exceeded those of the children of non-participating parents on every single comparison made at all academic levels during both years of data collection. The overwhelming unanimity of differences cannot be ignored.

Specific measures of behavior applied to the children of participants and non-participants generally revealed differences in favor of children whose parents had participated in group counseling. This applies to excused and unexcused absences, tardies and various kinds of referrals. It should be emphasized that this picture is not a unanimous one but, generally speaking, favors children of participants.

The correlation of counselor and parent perceptions of their counseling experience with behavior variables has resulted in the creation of a highly complex picture. The largest number of significant correlations, generally speaking, existed between parent and counselor perceptions and specific behavioral indices rather than grades or achievement test scores. For the most part, these particular correlations were in expected directions.

On the other hand, other correlations were significant but not in expected directions. For example, parent perceptions of the helpfulness of the group were related to achievement test outcomes and grades, but not in the expected directions. The higher the perceived helpfulness of the groups, the lower the grades and achievement test scores received by children. On the other hand, an item initially assumed to be the polar opposite of the "helpfulness" item turned out to be completely uncorrelated to it. In this instance, when parents reported no negative results had accrued from their participation in counseling, then achievement test scores and grades were high. Further study of this phenomenon is warrented by the fact that four approximately equal groups were formed when the total group was divided into a high helpfulness-low negative results group, high helpfulness-high negative results group, low negative results-high helpfulness group and a low negative results-low helpfulness group.

Counselor perceptions of rapport, interaction, hostility and group outcomes were related to children's grades, particularly in science, music and art. As with parents, however, these significant correlations were not in the expected direction; the more positive the counselor perception, the lower were grades. It should be remembered that the grades of children of participating parents were above average and were uniformly higher than those of non-participating parents, and it may be hypothesized that the relationship between higher positive perceptions of the counseling process by both parents and counselors reflects some relaxation in parental demands on children's school performance.

Little or no relationship was found between parent attendance at group meetings and achievement test scores or parent attendance patterns and school grades. On the other hand, a number of significant relationships were discovered between parent attendance patterns and subsequent child behavior patterns, including excused and unexcused absences, administrative referrals and guidance referrals. Generally speaking, these outcomes were in expected directions and the significance of correlations in these areas was high.

It was also observed that the absolute number of correlations between both parent and counselor perceptions and child behavior data was reduced materially when correlations were computed on the basis of individual responses rather than on the basis of groups means. This phenomenon cannot be attributed to a smaller response range when individual cases were utilized, since the reverse was actually the case. It would appear that a group mean is a more powerful predictor than the responses of individuals. Further, it can be hypothesized that groups tended to move as a unit or not to move as a unit. While this phenomenon has frequently been speculated upon, present data appear to confirm its existence.

TABLE 1

Comparison of Participant and Non-Participant Children
on Grades: High School Level
(Standard Scores)

			1964-65				1965-66			
			No.	Part.	No.	Non-Part.	No.	Part.	No.	Non-Part.
I.Q.		$\bar{X}$	54	5.33	294	4.95	45	5.15	241	4.99
		S.D.		0.79		0.96		1.02		0.90
GRADES:										
English	1st Sem.	$\bar{X}$					59	5.34	527	4.97
		S.D.						1.08		0.98
	2nd Sem.	$\bar{X}$	64	5.34	359	4.93	60	5.37	518	4.96
		S.D.		0.89		1.01		1.00		0.99
Language	1st Sem.	$\bar{X}$					37	5.24	248	4.97
		S.D.						1.07		0.98
	2nd Sem.	$\bar{X}$	64	5.22	359	4.95	38	5.26	240	4.97
		S.D.		0.94		1.00		1.10		0.98
Math	1st Sem.	$\bar{X}$					56	5.28	432	4.97
		S.D.						1.04		0.99
	2nd Sem.	$\bar{X}$	64	5.22	357	4.95	55	5.36	427	4.96
		S.D.		0.87		1.02		1.05		0.98
Social Studies	1st Sem.	$\bar{X}$					17	5.62	255	4.97
		S.D.						0.98		0.99
	2nd Sem.	$\bar{X}$	64	5.03	358	4.94	16	5.39	248	4.98
		S.D.		0.62		0.72		1.00		0.99
Science	1st Sem.	$\bar{X}$					50	5.28	372	4.97
		S.D.						1.10		0.98
	2nd Sem.	$\bar{X}$	64	5.39	356	4.92	51	5.36	368	4.96
		S.D.		0.98		0.99		1.00		0.99
Shop and Home Econ.	1st Sem.	$\bar{X}$					23	5.59	334	4.97
		S.D.						0.94		0.99
	2nd Sem.	$\bar{X}$	63	5.28	348	4.94	27	5.36	332	4.98
		S.D.		0.87		1.01		0.94		1.00
Art and Music	2nd Sem.	$\bar{X}$	40	5.28	185	4.93	38	5.40	295	4.95
		S.D.		0.90		1.01		1.05		0.98

TABLE 2

Comparison of Participant and Non-Participant Children on Grades: Junior High Level (Standard Scores)

				1964-65				1965-66		
			No.	Part.	No.	Non-Part.	No.	Part.	No.	Non-Part.
I.Q.		$\bar{X}$	147	5.30	954	4.97	172	5.06	702	4.91
		S.D.		0.87		0.89		0.92		0.96
GRADES:										
English	1st Sem.	$\bar{X}$					75	5.04	723	4.98
		S.D.						1.09		0.99
	2nd Sem.	$\bar{X}$	68	5.35	445	4.94	33	5.31	557	4.95
		S.D.		0.92		1.00		0.96		0.99
Language	1st Sem.	$\bar{X}$					75	5.14	722	4.95
		S.D.						1.12		1.00
	2nd Sem.	$\bar{X}$	165	5.22	1042	4.96	76	5.24	745	4.95
		S.D.		0.98		1.00		1.05		0.99
Math	1st Sem.	$\bar{X}$					75	5.07	722	4.93
		S.D.						0.98		1.00
	2nd Sem.	$\bar{X}$	165	5.31	1041	4.94	76	5.08	748	4.96
		S.D.		1.01		0.99		1.03		1.00
Social Studies	1st Sem.	$\bar{X}$					75	5.11	723	4.98
		S.D.						1.00		1.01
	2nd Sem.	$\bar{X}$	164	5.22	1039	4.96	76	5.08	744	4.97
		S.D.		0.98		1.00		1.01		1.00
Science	1st Sem.	$\bar{X}$					75	5.00	720	5.00
		S.D.						1.04		0.99
	2nd Sem.	$\bar{X}$	34	5.22	148	4.94	3	5.89	38	4.74
		S.D.		0.94		1.01		0.00		1.05
Shop and Home Econ.	1st Sem.	$\bar{X}$					0	---	0	---
		S.D.						---		---
	2nd Sem.	$\bar{X}$	164	5.26	1040	4.95	54	5.09	316	4.99
		S.D.		1.02		0.99		0.93		1.01
Art and Music	2nd Sem.	$\bar{X}$	52	5.24	310	4.95	62	5.28	576	4.95
		S.D.		1.15		0.97		0.88		1.01

TABLE 3

Comparison of Participant and Non-Participant Children on Grades: Elementary Level (Standard Scores)

			1964-65				1965-66			
			No.	Part.	No.	Non-Part.	No.	Part.	No.	Non-Part.
I.Q.		$\bar{X}$	131	4.97	226	5.01	183	5.12	680	4.96
		S.D.		0.96		0.85		1.03		0.99
GRADES:										
English	1st Sem.	$\bar{X}$					168	5.29	657	4.93
		S.D.						0.96		1.00
	2nd Sem.	$\bar{X}$	172	4.96	532	5.06	227	5.30	1088	4.93
		S.D.		0.93		0.99		0.90		0.98
Language	1st Sem.	$\bar{X}$					168	5.31	657	4.93
		S.D.						1.02		0.98
	2nd Sem.	$\bar{X}$	195	5.12	631	4.96	224	5.23	1045	4.95
		S.D.		0.91		1.02		0.95		0.96
Math	1st Sem.	$\bar{X}$					168	5.24	656	4.95
		S.D.						0.95		1.01
	2nd Sem.	$\bar{X}$	184	5.08	600	4.98	228	5.19	1087	4.96
		S.D.		0.96		1.00		0.98		1.00
Social Studies	1st Sem.	$\bar{X}$					167	5.18	652	4.99
		S.D.						1.04		0.95
	2nd Sem.	$\bar{X}$	197	5.10	659	4.96	222	5.14	1015	4.96
		S.D.		0.96		1.01		0.94		0.90
Science	1st Sem.	$\bar{X}$					167	5.18	654	4.96
		S.D.						1.03		0.99
	2nd Sem.	$\bar{X}$	170	5.10	517	4.96	217	5.10	987	4.98
		S.D.		1.02		0.97		0.93		0.92
Shop and Home Econ.	1st Sem.	$\bar{X}$					2	5.00	10	5.00
		S.D.						0.00		0.63
	2nd Sem.	$\bar{X}$	197	5.18	642	4.94	5	5.20	29	4.97
		S.D.		0.94		0.96		0.40		0.89
Art and Music	2nd Sem.	$\bar{X}$	0	---	3	4.99	200	5.08	881	4.98
		S.D.		---		1.00		0.86		0.93

TABLE 4

SIGNIFICANCE OF SIGN TESTS

High School Grades	N	X	p
64-65	7	0	.008
65-66 (1)	6	0	.016
65-66 (2)	7	0	.008

Junior High Grades	N	X	p
64-65	7	0	.008
65-66 (1)	4	0	.031
65-66 (2)	7	0	.008

Elementary Grades	N	X	p
64-65	6	1	.109
65-66 (1)	5	0	.031
65-66 (2)	7	0	.008

TABLE 5

Comparison of Participant and Non-Participant Children on Achievement Tests: High School Level (Standard Scores)

		1964-65				1965-66			
Differential Aptitude Test		No.	Part.	No.	Non-Part.	No.	Part.	No.	Non-Part.
Verbal Reasoning	$\bar{X}$	80	5.24	428	4.95	47	5.40	253	4.92
	S.D.		0.93		1.00		0.85		1.01
Numerical Ability	$\bar{X}$	80	5.18	428	4.95	47	5.43	253	4.92
	S.D.		0.92		1.01		0.80		1.01
Abstract Reasoning	$\bar{X}$	80	5.12	428	4.97	47	5.30	253	4.94
	S.D.		0.96		1.01		1.00		0.99
Space Relations	$\bar{X}$	80	5.45	428	4.91	47	5.22	253	4.95
	S.D.		0.91		0.99		0.90		1.01
Mechanical Reasoning	$\bar{X}$	80	5.36	428	4.93	47	5.17	253	4.97
	S.D.		0.96		1.00		0.84		1.02
VR + NA	$\bar{X}$	80	5.26	428	4.96	47	5.13	253	4.97
	S.D.		0.86		1.01		0.95		1.01

TABLE 6

Comparison of Participant and Non-Participant Children on Achievement Tests: Junior High Level (Standard Scores)

		1965-66			
Science Research Associates		No.	Part.	No.	Non-Part.
Social Studies	$\bar{X}$	71	5.16	657	4.94
	S.D.		0.89		1.00
Science	$\bar{X}$	72	5.26	653	4.93
	S.D.		1.06		0.98
Language Arts	$\bar{X}$	72	5.23	657	4.94
	S.D.		0.91		1.00
Math	$\bar{X}$	72	5.18	653	4.93
	S.D.		1.12		0.98
Total Reading	$\bar{X}$	72	5.24	654	4.94
	S.D.		0.98		0.99

TABLE 7

Comparison of Participant and Non-Participant Children on Achievement Tests*: Elementary Level (Standard Scores)

		1965-66			
		No.	Part.	No.	Non-Part.
Social Studies	$\bar{X}$	149	5.31	650	4.92
	S.D.		1.06		0.97
Science	$\bar{X}$	149	5.25	650	4.92
	S.D.		1.14		0.94
Language Arts**	$\bar{X}$	160	5.31	719	4.92
	S.D.		1.07		0.97
Math	$\bar{X}$	18	5.20	93	4.96
	S.D.		1.06		0.98
Total Reading	$\bar{X}$	18	5.24	93	4.95
	S.D.		1.11		0.97

* Categories grouped from various tests to roughly follow SRA pattern.

** Reading Readiness total score combined here with Language Arts score.

TABLE 8

SIGNIFICANCE OF SIGN TESTS

High School Achievement Tests

	N	*X*	*p*
64-65	6	0	.016
65-66	6	0	.016

Junior High Achievement Tests

	N	*X*	*p*
(65-66)	5	0	.031

Elementary Achievement Tests

	N	*X*	*p*
65-66	5	0	.031

TABLE 9

1965-66 Student Data Summary
Behavior: High School Boys

	Participants										Non-Participants									
Frequency	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
% 1st Sem. Excused Absences	91	9	0	0	0	0	0	0	0	0	81	13	3	2	2	0	0	0	0	0
% 2nd Sem. Excused Absences	97	3	0	0	0	0	0	0	0	0	71	21	4	3	2	0	0	0	0	0
% 1st Sem. Unexcused Absences	18	12	21	15	12	3	12	6	0	3	12	13	18	11	10	10	5	8	5	7
% 2nd Sem. Unexcused Absences	9	29	21	3	6	6	15	3	9	0	15	15	15	11	8	12	9	7	3	5
% 1st Sem. Administrative Referrals	100	0	0	0	0	0	0	0	0	0	86	8	4	2	0	0	0	0	0	0
% 2nd Sem. Administrative Referrals	97	3	0	0	0	0	0	0	0	0	97	3	0	0	0	0	0	0	0	0
Guidance Referrals	No data available										No data available									

TABLE 10

1965-66 Student Data Summary
Behavior: Junior High Boys

	Participants										Non-Participants									
Frequency	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
% 1st Sem. Excused Absences	7	1	4	12	9	16	9	7	9	25	11	8	9	10	8	9	9	7	4	24
% 2nd Sem. Excused Absences	12	4	10	14	5	5	4	4	11	29	7	6	7	7	11	10	7	3	4	39
% 1st Sem. Unexcused Absences	No data available										No data available									
% 2nd Sem. Unexcused Absences	96	4	0	0	0	0	0	0	0	0	81	10	5	1	1	1	1	0	0	0
% 1st Sem. Administrative Referrals	No data available										No data available									
% 2nd Sem. Administrative Referrals	86	12	2	0	0	0	0	0	0	0	81	13	5	1	1	0	0	0	0	0
% 1st Sem. Guidance Referrals	No data available										No data available									
% 2nd Sem. Guidance Referrals	74	10	5	4	3	2	0	0	0	1	71	6	6	6	3	3	0	1	0	3

TABLE 11

1965-66 Student Data Summary
Behavior: Elementary Boys

	Participants										Non-Participants									
Frequency	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
% 1st Sem. Excused Absences	83	13	1	0	0	0	0	0	0	0	79	17	2	1	0	0	0	0	0	1
% 2nd Sem. Excused Absences	55	22	4	3	1	3	1	1	9	0	53	19	8	3	2	2	1	0	2	11
% 1st Sem. Unexcused Absences	14	13	19	14	7	12	6	9	4	1	17	16	14	11	13	7	6	8	4	4
% 2nd Sem. Unexcused Absences	11	9	14	8	10	8	12	8	13	9	15	14	10	11	9	10	9	8	8	5
% 1st Sem. Administrative Referrals	No data available										No data available									
% 2nd Sem. Administrative Referrals	83	8	4	0	0	0	0	0	0	4	84	8	3	1	0	0	3	0	0	0
% 1st Sem. Guidance Referrals	No data available										No data available									
% 2nd Sem. Guidance Referrals	83	11	0	0	0	0	0	0	5	0	81	13	2	0	0	4	0	0	0	0

TABLE 12

1965-66 Student Data Summary
Behavior: High School Girls

	Participants										Non-Participants									
Frequency	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
% 1st Sem. Excused Absences	84	12	4	0	0	0	0	0	0	0	76	22	4	1	1	0	0	0	0	0
% 2nd Sem. Excused Absences	92	4	4	0	0	0	0	0	0	0	66	26	5	0	3	0	0	0	0	0
% 1st Sem. Unexcused Absences	20	28	0	16	8	16	0	0	8	4	12	12	14	13	11	8	9	9	5	8
% 2nd Sem. Unexcused Absences	20	20	16	8	8	4	8	8	8	0	10	16	13	10	11	10	8	9	5	7
% 1st Sem. Administrative Referrals	96	4	0	0	0	0	0	0	0	0	92	4	4	2	0	0	0	0	0	0
% 2nd Sem. Administrative Referrals	96	4	0	0	0	0	0	0	0	0	95	4	1	0	0	0	0	0	0	0
Guidance Referrals	No data available										No data available									

TABLE 13

1965-66 Student Data Summary
Behavior: Junior High Girls

	Participants										Non-Participants									
Frequency	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
% 1st Sem. Excused Absences	8	8	9	9	10	5	11	5	1	34	10	5	11	6	6	8	7	7	4	35
% 2nd Sem. Excused Absences	10	8	10	10	9	3	6	5	5	33	6	6	9	9	7	8	6	6	4	40
% 1st Sem. Unexcused Absences	No data available										No data available									
% 2nd Sem. Unexcused Absences	93	3	2	0	2	0	0	0	0	0	83	8	3	2	0	1	1	1	1	0
% 1st Sem. Administrative Referrals	99	1	0	0	0	0	0	0	0	0	96	4	0	0	0	0	0	0	0	0
% 2nd Sem. Administrative Referrals	78	6	8	5	1	0	0	0	0	2	81	5	3	4	2	2	0	1	0	2
Guidance Referrals	No data available										No data available									

TABLE 14

1965-66 Student Data Summary
Behavior: Elementary Girls

	Participants										Non-Participants									
Frequency	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
% 1st Sem. Excused Absences	85	12	3	0	0	0	0	0	0	0	77	18	5	1	0	0	0	0	0	0
% 2nd Sem. Excused Absences	59	21	4	4	1	4	1	1	1	8	49	25	6	2	2	1	2	2	1	10
% 1st Sem. Unexcused Absences	15	13	19	13	7	12	7	8	5	1	13	12	11	12	11	10	10	5	7	9
% 2nd Sem. Unexcused Absences	12	8	13	7	12	9	10	7	13	9	15	11	11	10	13	10	7	8	6	9
% 1st Sem. Administrative Referrals	83	8	4	0	0	0	0	0	0	0	94	5	1	0	0	0	0	0	0	0
% 2nd Sem. Administrative Referrals	83	11	0	0	0	0	0	0	5	0	90	8	2	0	0	0	0	0	0	0
Guidance Referrals	No data available										No data available									

TABLE 15

General Counselor Reactions
Mean & Standard Deviation
(Raw Data)

General Counselor Reaction	Mean	S.D.	N
1	4.06	.95	31
2	4.10	1.00	31
3	3.48	1.04	31

TABLE 16

General Counselor Reactions
Correlated with Post I.Q. and Achievement Tests
(Standard Scores)

	1	2	3
I.Q.	.143 (30)	.118 (30)	.081 (30)
Social Studies	.311 (21)	.117 (21)	.326 (21)
Science	.235 (21)	.179 (21)	.378* (21)
Language Arts	.240 (21)	.153 (21)	.081 (21)
Math	.224 (21)	.163 (21)	.021 (21)
Total Reading	.163 (21)	.076 (21)	.138 (21)

* Significant at .10 level.

TABLE 17

General Counselor Reactions Correlated with Grades (Standard Scores)

	1	2	3
1st Sem. English	-.216 (26)	-.107 (26)	-.104 (26)
2nd Sem. English	.049 (25)	.071 (25)	.108 (25)
1st Sem. Language	-.214 (26)	-.022 (26)	-.098 (26)
2nd Sem. Language	-.150 (31)	-.088 (31)	-.085 (31)
1st Sem. Math	-.387* (26)	-.268 (26)	-.111 (26)
2nd Sem. Math	-.044 (31)	.045 (31)	.204 (31)
1st Sem. Social Studies	-.294 (26)	-.191 (26)	-.040 (26)
2nd Sem. Social Studies	-.001 (31)	.077 (31)	.060 (31)
1st Sem. Science	-.368* (26)	-.217 (26)	-.088 (26)
2nd Sem. Science	.629** (20)	.627** (20)	.367 (20)
1st Sem. Shop and H.E.	.000 (2)	.000 (2)	.000 (2)
2nd Sem. Shop and H.E.	.112 (18)	.252 (18)	.172 (18)
1st Sem. Art and Music	-.228 (26)	-.140 (26)	-.017 (26)
2nd Sem. Art and Music	.031 (30)	.079 (30)	.065 (30)

* Significant at .10 level.
** Significant at .01 level.

TABLE 18

General Counselor Reactions Correlated with Behavior (Raw Data)

	1	2	3
1st Sem. Excused Absences	-.146 (26)	-.194 (26)	-.539*** (26)
2nd Sem. Excused Absences	-.384** (31)	-.369** (31)	-.497*** (31)
1st Sem. Unexcused Absences	.048 (5)	.048 (5)	-.048 (5)
2nd Sem. Unexcused Absences	.330* (27)	.297 (27)	.653*** (27)
Administrative Referrals for Year	.316 (27)	.280 (27)	.187 (27)
Guidance Referrals for Year	-.319 (25)	-.240 (25)	.049 (25)

* Significant at .10 level.
** Significant at .05 level.
*** Significant at .01 level.

TABLE 19

Counselor Reactions to Specific Groups
Mean & Standard Deviation
(Raw Data)

Counselor Reactions to Specific Groups	Mean	S.D.	N
1	3.61	.98	41
2	3.56	1.04	41
3	2.32	1.22	41
5	2.32	.95	41
6	3.22	1.09	41

TABLE 20

Counselor Reactions to Specific Groups
Correlated with I.Q. and Achievement Tests
(Standard Scores)

	1	2	3	5	6
I.Q.	-.147 (40)	-.041 (40)	-.187 (40)	.199 (40)	.071 (40)
Social Studies	-.070 (21)	-.039 (21)	-.237 (21)	.037 (21)	-.009 (21)
Science	-.043 (21)	.054 (21)	-.164 (21)	.010 (21)	.031 (21)
Language Arts	-.073 (21)	-.134 (21)	-.354 (21)	.025 (21)	-.002 (21)
Math	-.242 (21)	-.257 (21)	-.191 (21)	.239 (21)	-.163 (21)
Total Reading	-.196 (21)	-.184 (21)	-.325 (21)	.100 (21)	-.133 (21)

TABLE 21

Counselor Reactions to Specific Groups Correlated with Grades (Standard Scores)

		1	2	3	5	6
1st Sem.	English	.164	.211	.198	-.099	.092
		(34)	(34)	(34)	(34)	(34)
2nd Sem.	English	.201	.209	.359**	-.099	.184
		(35)	(35)	(35)	(35)	(35)
1st Sem.	Language	.146	.173	.272	-.133	.079
		(34)	(34)	(34)	(34)	(34)
2nd Sem.	Language	.277*	.149	.264*	-.180	.111
		(41)	(41)	(41)	(41)	(41)
1st Sem.	Math	-.016	.006	.198	.113	-.082
		(34)	(34)	(34)	(34)	(34)
2nd Sem.	Math	.189	.254	.200	.000	.153
		(41)	(41)	(41)	(41)	(41)
1st Sem.	Social Studies	.009	.111	.199	.128	.088
		(34)	(34)	(34)	(34)	(34)
2nd Sem.	Social Studies	.260	.250	.213	-.059	.303*
		(41)	(41)	(41)	(41)	(41)
1st Sem.	Science	-.021	.054	.286	.148	.016
		(34)	(34)	(34)	(34)	(34)
2nd Sem.	Science	.446**	.395**	.426**	-.231	.482***
		(31)	(31)	(31)	(31)	(31)
1st Sem.	Shop and Home Econ.	.000	.000	.000	.000	.000
		(3)	(3)	(3)	(3)	(3)
2nd Sem.	Shop and Home Econ.	-.197	-.216	.117	.059	.014
		(21)	(21)	(21)	(21)	(21)
1st Sem.	Art and Music	.300*	.299*	.107	-.230	.224
		(34)	(34)	(34)	(34)	(34)
2nd Sem.	Art and Music	.272*	.229**	.376**	-.249	.322**
		(40)	(40)	(40)	(40)	(40)

* Significant at .10 level.
** Significant at .05 level.
*** Significant at .01 level.

TABLE 22

Counselor Reactions to Specific Groups Correlated with Behavior (Raw Data)

	1	2	3	5	6
1st Sem. Excused Absences	-.066 (34)	-.047 (34)	-.041 (34)	-.090 (34)	-.169 (34)
2nd Sem. Excused Absences	-.093 (41)	-.153 (41)	-.139 (41)	-.131 (41)	-.279* (41)
1st Sem. Unexcused Absences	.613** (13)	.353 (13)	.352 (13)	-.233 (13)	.459 (13)
2nd Sem. Unexcused Absences	.058 (35)	-.021 (35)	.024 (35)	.085 (35)	.122 (35)
Administrative Referrals for Year	.083 (31)	-.064 (31)	.007 (31)	.071 (31)	.090 (31)
Guidance Referrals for Year	.141 (27)	.183 (27)	.105 (27)	.069 (27)	.051 (27)

* Significant at .10 level.
** Significant at .05 level.

TABLE 23

Post-Series Reaction Sheet
Mean & Standard Deviation
(Raw Data)

Post-Series Reaction Sheet	Mean	S.D.	N
1	3.15	.81	40
2	4.72	.37	40
3	1.80	.64	40
3A	1.12	.24	25
4	1.08	.22	40

TABLE 24

Post-Series Reaction Sheet
Correlated with I.Q. and Achievement Tests
(Standard Scores)

	1	2	3	3A	4
I.Q.	-.282* (39)	.520*** (39)	-.192 (39)	.244 (25)	.186 (39)
Social Studies	-.451** (22)	.488* (22)	-.263 (22)	.168 (12)	-.015 (22)
Science	-.422* (22)	.522*** (22)	-.093 (22)	.097 (12)	.063 (22)
Language Arts	-.535** (22)	.618*** (22)	-.363* (22)	.395 (12)	.033 (22)
Math	-.435** (22)	.554*** (22)	-.131 (22)	.172 (12)	.131 (22)
Total Reading	-.471** (22)	.659*** (22)	-.205 (22)	.190 (12)	-.013 (22)

* Significant at .10 level.
** Significant at .05 level.
*** Significant at .01 level.

TABLE 25

Post-Series Reaction Sheet
Correlated with Grades
(Standard Scores)

		1	2	3	3A	4
1st Sem.	English	.504*** (33)	-.462*** (33)	.235 (33)	-.228 (23)	-.139 (33)
2nd Sem.	English	.442*** (35)	-.207 (35)	.409** (35)	-.159 (22)	.025 (35)
1st Sem.	Language	.524*** (33)	-.465*** (33)	.232 (33)	-.333 (23)	-.099 (33)
2nd Sem.	Language	.410*** (40)	-.473*** (40)	.337** (40)	-.246 (25)	-.120 (40)
1st Sem.	Math	.461*** (33)	-.509*** (33)	.220 (33)	-.277 (23)	-.184 (33)
2nd Sem.	Math	.364** (40)	-.419*** (40)	.172 (40)	-.244 (25)	-.127 (40)
1st Sem.	Social Studies	.345** (33)	-.237 (33)	.260 (33)	-.044 (23)	-.229 (33)
2nd Sem.	Social Studies	.365** (40)	-.331** (40)	.238 (40)	-.178 (25)	-.144 (40)
1st Sem.	Science	.312* (33)	-.479*** (33)	.052 (33)	-.144 (23)	-.124 (33)
2nd Sem.	Science	.112 (30)	-.048 (30)	.183 (30)	.142 (20)	.021 (30)
1st Sem.	Shop and Home Econ.	.000 (3)	.000 (3)	.000 (3)	.000 (2)	.000 (3)
2nd Sem.	Shop and Home Econ.	.028 (21)	.061 (21)	-.032 (21)	-.148 (13)	-.157 (21)
1st Sem.	Art and Music	.332* (33)	-.394** (33)	.119 (33)	-.202 (23)	-.008 (33)
2nd Sem.	Art and Music	.197 (39)	-.172 (39)	.224 (39)	-.075 (25)	-.142 (39)

* Significant at .10 level.
** Significant at .05 level.
*** Significant at .01 level.

TABLE 26

Post-Series Reaction Sheet Correlated with Behavior (Raw Data)

		1	2	3	3A	4
1st Sem.	Excused Absences	-.336* (33)	-.204 (33)	-.516*** (33)	.038 (23)	.294* (33)
2nd Sem.	Excused Absences	-.403** (40)	-.227 (40)	-.346** (40)	-.028 (25)	.105 (40)
1st Sem.	Unexcused Absences	.252 (11)	-.246 (11)	-.084 (11)	-.166 (11)	-.404 (11)
2nd Sem.	Unexcused Absences	.201 (34)	.184 (34)	.305* (34)	-.121 (23)	-.226 (34)
Administrative Referrals for Year		.222 (31)	.114 (31)	.359** (31)	-.173 (17)	-.100 (31)
Guidance Referrals for Year		.306 (28)	-.456** (28)	.095 (28)	-.157 (16)	.050 (28)

* Significant at .10 level.
** Significant at .05 level.
*** Significant at .01 level.

TABLE 27

Parent Attendance Patterns
Series 1
Mean & Standard Deviation
(Raw Data)

Meeting Number	Proportion Attending	S.D.	N
1	79.02%	23.17%	55
2	63.05	17.13	55
3	49.04	23.59	55
4	42.39	24.65	54
5	34.56	23.24	52
Total Meetings	2.67	.69	55

TABLE 28

Parent Attendance Patterns
Series 1
Correlated with I.Q. and Achievement Tests
(Standard Scores)

	1	2	3	4	5	Total Meetings Attended
I.Q.	-.045 (46)	-.045 (46)	.035 (46)	-.033 (46)	.006 (46)	-.035 (46)
Social Studies	-.172 (24)	-.059 (24)	-.068 (24)	-.238 (24)	-.054 (24)	-.166 (24)
Science	-.139 (24)	-.102 (24)	-.128 (24)	-.243 (24)	-.232 (24)	-.278 (24)
Language Arts	-.163 (23)	.045 (23)	.082 (23)	-.151 (23)	.018 (23)	-.047 (23)
Math	-.157 (23)	-.141 (23)	-.106 (23)	-.242 (23)	-.093 (23)	-.228 (23)
Total Reading	-.210 (23)	-.197 (23)	-.114 (23)	-.256 (23)	-.095 (23)	-.239 (23)

TABLE 29

Parent Attendance Patterns
Correlated with Grades
(Standard Scores)

		1	2	3	4	5	Total Meetings Attended
1st Sem.	English	.071 (44)	-.073 (44)	.000 (44)	.080 (43)	.063 (41)	.091 (44)
2nd Sem.	English	.019 (49)	-.140 (49)	-.089 (49)	.133 (48)	.043 (46)	.014 (49)
1st Sem.	Language	.153 (44)	-.130 (44)	.012 (44)	.130 (43)	.007 (41)	.102 (44)
2nd Sem.	Language	-.016 (54)	.038 (54)	.036 (54)	.158 (53)	.091 (51)	.096 (54)
1st Sem.	Math	.083 (44)	-.127 (44)	-.012 (44)	.153 (43)	.149 (41)	.096 (44)
2nd Sem.	Math	.117 (55)	-.225* (55)	-.064 (55)	-.155 (54)	-.068 (52)	-.130 (55)
1st Sem.	Social Science	.178 (44)	.070 (44)	.039 (44)	.046 (43)	.182 (41)	.254* (44)
2nd Sem.	Social Science	.154 (54)	-.069 (54)	.132 (54)	.065 (53)	.168 (51)	.174 (54)
1st Sem.	Science	.244 (44)	.026 (44)	.011 (44)	.113 (43)	.092 (41)	.189 (44)
2nd Sem.	Science	.071 (43)	.146 (43)	.175 (43)	.006 (42)	.101 (40)	.139 (43)
1st Sem.	Shop & H.E.	.000 (3)	.000 (3)	.000 (3)	.000 (3)	.000 (3)	.000 (3)
2nd Sem.	Shop & H.E.	.512** (22)	.233 (22)	-.019 (22)	.058 (22)	-.271 (22)	.121 (22)
1st Sem.	Art and Music	.045 (44)	-.055 (44)	-.062 (44)	.044 (43)	-.092 (41)	.000 (44)
2nd Sem.	Art and Music	-.091 (51)	.106 (51)	-.026 (51)	-.016 (50)	.015 (48)	.006 (51)

* Significant at .10 level.
** Significant at .05 level.
*** Significant at .01 level.

TABLE 30

Parent Attendance Patterns
Correlated with Behavior
(Raw Data)

	1	2	3	4	5	Total Meetings Attended
1st Sem. Excused Absences	.094 (43)	-.473*** (43)	-.309** (43)	-.322** (43)	-.281* (41)	-.363** (43)
2nd Sem. Excused Absences	.033 (54)	-.452*** (54)	-.283** (54)	-.333** (54)	-.309** (52)	-.406*** (54)
1st Sem. Unexcused Absences	.109 (20)	.037 (20)	-.056 (20)	.151 (20)	.165 (18)	.193 (20)
2nd Sem. Unexcused Absences	-.191 (48)	.479*** (48)	.317** (48)	.444*** (48)	.237 (46)	.319** (48)
Administrative Referrals for Year	-.216 (38)	.252 (38)	.292* (38)	.378** (38)	.220 (36)	.177 (38)
Guidance Referrals for Year	-.084 (32)	.271 (32)	.346* (32)	.168 (32)	.207 (31)	.296* (32)

* Significant at .10 level.
** Significant at .05 level.
*** Significant at .01 level.

TABLE 31

Correlations between Student Data Summary Indices
and Attendance of Mothers and Their Spouses
by Academic Level

		Elementary			Junior High			High School		
		Husband	Mother	Total Att.	Husband	Mother	Total Att.	Husband	Mother	Total Att.
1st Sem.	Excused Absences	.251** (68)	.162 (131)	.164** (142)	-.041 (97)	.040 (142)	.016 (162)	-.056 (38)	-.051 (54)	-.032 (57)
2nd Sem.	Excused Absences	-.076 (94)	-.113 (186)	-.116 (201)	-.024 (103)	-.008 (150)	-.011 (72)	-.038 (38)	.013 (54)	-.066 (57)
1st Sem.	Unexcused Absences	.186 (68)	-.094 (131)	-.089 (142)				.099 (38)	-.072 (54)	-.057 (57)
2nd Sem.	Unexcused Absences	.113 (80)	.058 (152)	.058 (164)	-.046 (103)	.063 (150)	.009 (172)	.395** (38)	-.051 (54)	-.043 (57)
2nd Sem.	Administrative Referrals	.000 (17)	.533*** (44)	.534*** (47)	.353*** (104)	.234*** (151)	.184** (174)			
2nd Sem.	Guidance Referrals	.000 (14)	-.058 (29)	-.043 (32)	.099 (104)	.048 (151)	.055 (174)			

** Significant at .05 level.
*** Significant at .01 level.

TABLE 32

Correlations between Student Data Summary Indices and Attendance of Mothers and Their Spouses by Academic Level

		Elementary			Junior High			High School		
		Father	Wife	Total Att.	Father	Wife	Total Att.	Father	Wife	Total Att.
1st Sem.	Excused Absences	.194 (68)	.078 (131)	.131 (142)	.029 (97)	.054 (142)	.018 (162)	-.091 (38)	.158 (54)	.079 (57)
2nd Sem.	Excused Absences	-.205** (94)	-.154** (186)	-.165** (201)	-.035 (103)	-.102 (150)	-.070 (172)	-.094 (38)	.227* (54)	.016 (57)
1st Sem.	Unexcused Absences	.034 (68)	-.022 (131)	-.066 (142)				.010 (38)	-.006 (54)	-.038 (57)
2nd Sem.	Unexcused Absences	.149 (80)	.081 (152)	.066 (164)	-.032 (103)	-.073 (150)	-.044 (172)	.259 (38)	.179 (54)	.070 (57)
1st Sem.	Administrative Referrals	-.250 (5)	.346 (12)	.482* (13)						
2nd Sem.	Administrative Referrals	.604** (17)	.403*** (44)	.606*** (47)	.222** (104)	.137 (151)	.166** (174)			
2nd Sem.	Guidance Referrals	.682*** (14)	.620*** (29)	.374** (32)	.101 (104)	.051 (151)	.049 (174)			

* Significant at .10 level.
** Significant at .05 level.
*** Significant at .01 level.

TABLE 33

Correlations between Individual Mother's PSRS Responses and I.Q. and Achievement Test Scores by Academic Level Following Series 1

	Elementary					Junior High				
	Helpful-ness	Neg. Results	Changes in Child's Behav.	Better or Worse	Recom-mend Part.	Helpful-ness	Neg. Results	Changes in Child's Behav.	Better or Worse	Recom-mend Part.
I.Q.	.133 (72)	.180 (72)	-.015 (71)	-.178 (22)	-.088 (71)	-.129 (64)	.134 (64)	-.241* (62)	-.147 (9)	.102 (62)
Science Research Associates										
Social Studies	-.084 (58)	.141 (58)	-.529*** (57)	-.120 (20)	.160 (55)	-.030 (58)	.125 (58)	-.267** (56)	-.310 (8)	-.033 (56)
Science	-.105 (58)	.112 (58)	-.483*** (57)	.035 (21)	.220 (55)	-.233 (59)	.023 (59)	-.181 (57)	-.542 (8)	.144 (57)
Language Arts	.244 (54)	.131 (54)	-.236 (53)	-.146 (20)	.259 (51)	-.124 (60)	.170 (60)	-.178 (58)	-.272 (8)	.059 (58)
Math	-.642 (8)	.518 (8)	-.657 (8)	-.161 (5)	.000 (8)	-.274** (61)	.034 (61)	-.390*** (59)	-.372 (8)	.164 (59)
Total Reading	-.157 (8)	.425 (8)	-.583 (8)	.000 (4)	.000 (8)	-.126 (60)	.139 (60)	-.046 (58)	-.345 (7)	.028 (58)

* Significant at .10 level.
** Significant at .05 level.
*** Significant at .01 level.

TABLE 34

Correlations between Individual Father's PSRS Responses and I.Q. and Achievement Test Scores by Academic Level Following Series 1

	Elementary					Junior High				
	Helpfulness	Neg. Results	Changes in Child's Behav.	Better or Worse	Recommend Part.	Helpfulness	Neg. Results	Changes in Child's Behav.	Better or Worse	Recommend Part.
I.Q.	-.401* (33)	-.148 (33)	-.086 (34)	-.192 (11)	.033 (34)	-.127 (41)	.304* (41)	-.326** (41)	-.225 (6)	.064 (41)
Science Research Associates										
Social Studies	.305 (28)	.083 (28)	-.147 (29)	-.480 (10)	.162 (29)	-.106 (39)	.116 (39)	-.328* (39)	-.055 (6)	-.076 (39)
Science	.162 (27)	.042 (27)	-.291 (28)	.095 (10)	-.036 (28)	-.063 (39)	.206 (39)	-.267 (39)	.059 (6)	-.123 (39)
Language Arts	-.121 (25)	-.053 (25)	-.140 (26)	-.160 (10)	.073 (26)	-.014 (39)	.146 (39)	-.399* (39)	.582 (6)	-.066 (39)
Math						-.268 (39)	.227 (39)	-.374* (39)	.015 (6)	.058 (39)
Total Reading	.000 (1)	.000 (1)	.000 (1)		.000 (1)	-.047 (38)	.241 (38)	-.337* (38)	.000 (5)	-.140 (38)

* Significant at .05 level.
** Significant at .01 level.

TABLE 35

Correlations between Individual Mother's PSRS Responses and Children's Grades by Academic Level Following Series 1

	Elementary					Junior High				
	Helpfulness	Neg. Results	Changes in Child's Behav.	Better or Worse	Recommend Part.	Helpfulness	Neg. Results	Changes in Child's Behav.	Better or Worse	Recommend Part.
1st Sem. English	.086 (71)	.006 (70)	.311** (69)	-.150 (25)	.022 (69)	.176 (65)	-.199 (65)	.158 (63)	-.117 (9)	-.046 (63)
2nd Sem. English	.067 (91)	-.118 (91)	.231* (90)	-.095 (28)	-.043 (89)	.097 (45)	-.359* (45)	.384* (43)	.021 (7)	-.039 (44)
1st Sem. Language	-.009 (71)	-.136 (70)	.292* (69)	-.109 (25)	.022 (69)	.118 (65)	-.058 (65)	.147 (63)	-.380 (9)	-.111 (63)
2nd Sem. Language	-.108 (88)	-.193 (88)	.178 (87)	-.071 (28)	-.055 (86)	.122 (65)	-.036 (65)	.336** (63)	.318 (9)	.056 (63)
1st Sem. Math	.015 (71)	.100 (70)	.120 (69)	.057 (25)	-.130 (69)	.083 (65)	-.158 (65)	.358** (63)	-.026 (9)	-.036 (63)
2nd Sem. Math	-.132 (91)	-.138 (91)	.131 (90)	.019 (28)	-.010 (89)	.144 (65)	-.003 (65)	.429** (63)	-.271 (9)	-.105 (63)
1st Sem. Social Studies	.075 (71)	-.126 (70)	.139 (69)	.228 (25)	-.049 (69)	.176 (65)	-.212 (65)	.278* (63)	-.202 (9)	-.097 (63)
2nd Sem. Social Studies	.053 (87)	-.055 (87)	.160 (86)	-.144 (28)	.114 (85)	.142 (64)	-.098 (64)	.331** (62)	.116 (9)	.003 (62)
1st Sem. Science	-.039 (71)	.001 (70)	.179 (69)	-.218 (25)	-.066 (69)	.054 (64)	-.052 (64)	.275* (62)	.048 (9)	-.021 (62)
2nd Sem. Science	-.054 (88)	-.117 (88)	.172 (87)	.079 (28)	-.029 (86)	-.063 (9)	.224 (9)	.902 (8)	.000 (1)	.000 (9)
1st Sem. Art and Music	-.150 (69)	-.057 (68)	.096 (67)	-.116 (25)	-.031 (67)	.190 (62)	-.117 (62)	.256** (60)	-.185 (9)	-.080 (60)
2nd Sem. Art and Music	-.146 (81)	-.106 (81)	.026 (80)	.150 (27)	.099 (80)	-.003 (48)	-.239 (48)	.148 (48)	-.585 (5)	.031 (46)

* Significant at .10 level.
** Significant at .05 level.

TABLE 36

Correlations between Individual Father's PSRS Responses and Children's Grades by Academic Level Following Series 1

	Elementary					Junior High				
	Helpfulness	Neg. Results	Changes in Child's Behav.	Better or Worse	Recommend Part.	Helpfulness	Neg. Results	Changes in Child's Behav.	Better or Worse	Recommend Part.
1st Sem. English	-.074 (29)	.007 (29)	.143 (30)	-.279 (10)	.062 (30)	.153 (40)	-.129 (40)	.185 (40)	-.579 (6)	.072 (40)
2nd Sem. English	.058 (41)	-.187 (41)	.004 (42)	-.349 (11)	.071 (42)	.021 (29)	-.050 (29)	.350 (29)	.000 (4)	.134 (29)
1st Sem. Language	-.146 (29)	-.306 (29)	-.015 (30)	.111 (10)	-.070 (30)	.100 (40)	-.156 (40)	.351* (40)	-.726 (6)	.093 (40)
2nd Sem. Language	.142 (38)	-.018 (38)	.108 (39)	-.296 (11)	.047 (39)	.062 (41)	-.170 (41)	.324* (41)	-.060 (6)	.108 (41)
1st Sem. Math	-.037 (29)	.125 (29)	-.060 (30)	-.247 (10)	-.051 (30)	.089 (40)	-.240 (40)	.360* (40)	.266 (6)	.035 (40)
2nd Sem. Math	.103 (41)	.240 (41)	.198 (42)	-.272 (11)	.058 (42)	.055 (41)	-.102 (41)	.230 (41)	.146 (6)	-.030 (41)
1st Sem. Social Studies	-.366 (29)	.056 (29)	.229 (30)	.156 (10)	-.037 (30)	.209 (40)	-.082 (40)	.358* (40)	-.521 (6)	.019 (40)
2nd Sem. Social Studies	.089 (38)	-.152 (38)	-.116 (39)	-.219 (11)	-.090 (39)	.163 (40)	-.243 (40)	.333* (40)	-.086 (6)	.016 (40)
1st Sem. Science	-.026 (29)	.151 (29)	.083 (30)	.266 (10)	-.450* (30)	.013 (40)	-.112 (40)	.255 (40)	.109 (6)	.147 (40)
2nd Sem. Science	-.078 (37)	-.179 (37)	-.008 (38)	-.369 (10)	.101 (38)	-.149 (6)	.000 (6)	.220 (6)	.000 (1)	.500 (6)
2nd Sem. Shop and H.E.						-.226 (17)	.120 (17)	.041 (17)	.333 (4)	.581* (17)
1st Sem. Art and Music	-.285 (29)	.071 (29)	.218 (30)	.079 (10)	-.110 (30)	.134 (38)	.154 (38)	.232 (38)	.200 (6)	-.169 (38)
2nd Sem. Art and Music	-.205 (35)	.196 (35)	.023 (36)	.015 (10)	-.045 (36)	.214 (31)	-.270 (31)	.179 (31)	.000 (3)	-.028 (31)

* Significant at .10 level.

TABLE 37

Correlations between Individual Mother's PSRS Responses and Student Data Summary Behavior Indices by Academic Level Following Series 1

	Elementary					Junior High				
	Helpful-ness	Neg. Results	Changes in Child's Behav.	Better or Worse	Recom-mend Part.	Helpful-ness	Neg. Results	Changes in Child's Behav.	Better or Worse	Recom-mend Part.
1st Sem. Excused Absences	.083 (64)	-.119 (63)	.131 (62)	-.187 (22)	.168 (62)	-.015 (60)	-.036 (60)	.060 (58)	.503 (8)	.143 (59)
2nd Sem. Excused Absences	-.131 (83)	-.060 (84)	-.022 (83)	-.186 (25)	.150 (81)	-.254* (62)	.112 (62)	-.003 (60)	.736 (7)	-.107 (61)
1st Sem. Unex. Absences	.303* (64)	.027 (63)	-.008 (62)	-.034 (22)	-.217 (62)					
2nd Sem. Unex. Absences	-. 32 (70)	.188 (70)	-.141 (69)	.068 (22)	.007 (67)	-.015 (62)	.049 (62)	.066 (60)	.000 (7)	-.046 (61)
2nd Sem. Adm. Referrals	-.017 (19)	-.201 (20)	.146 (20)	.000 (5)	-.068 (20)	.147 (63)	.080 (63)	-.106 (61)	.000 (8)	.075 (62)
2nd Sem. Guidance Referrals	.105 (12)	.086 (13)	.689** (13)	.000 (5)	.000 (13)	-.032 (63)	.110 (63)	.367** (61)	.072 (8)	-.034 (62)

* Significant at .10 level.
** Significant at .05 level.

TABLE 38

Correlations between Individual Father's PSRS Responses and Student Data Summary Behavior Indices by Academic Level Following Series 1

	Elementary					Junior High				
	Helpfulness	Neg. Results	Changes in Child's Behav.	Better or Worse	Recommend Part.	Helpfulness	Neg. Results	Changes in Child's Behav.	Better or Worse	Recommend Part.
1st Sem. Excused Absences	.097 (28)	.148 (28)	-.240 (29)	-.156 (10)	-.043 (29)	.104 (38)	-.018 (38)	.161 (38)	.225 (6)	-.167 (38)
2nd Sem. Excused Absences	-.353* (40)	.150 (40)	-.186 (41)	.000 (11)	.208 (41)	-.262 (40)	-.015 (40)	.193 (40)	.341 (6)	-.033 (40)
1st Sem. Unex. Absences	.076 (28)	.121 (28)	-.242 (29)	.341 (10)	-.203 (29)					
2nd Sem. Unex. Absences	.115 (34)	.158 (34)	.315 (35)	.156 (11)	-.096 (35)	.062 (40)	.144 (40)	-.189 (40)	.000 (6)	.043 (40)
2nd Sem. Adm. Referrals	.251 (8)	.301 (8)	-.492 (8)	.000 (1)	.000 (8)	.162 (41)	.172 (41)	-.209 (41)	.000 (6)	.020 (41)
2nd Sem. Guidance Referrals	.632 (6)	.316 (6)	-.342 (6)		.000 (6)	.122 (41)	-.096 (41)	.099 (41)	.000 (6)	-.061 (41)

* Significant at .10 level.

Chapter 7

Implications

As with any research, a variety of implications can be drawn from the experiences of and data collected by the Western Regional Center of the Interprofessional Research Commission on Pupil Personnel Services. These implications are not presented as facts but as reasonable hypotheses which bear further study and exploration.

Theory

A means has been provided for constructing a series of six specific models for pupil personnel services. These models need further theoretical development and testing. The testing cannot involve comparisons among the six in terms of outcomes, since, having different objectives, they are not comparable. These models, however, are comparable in terms of determining whether or not they are feasible, how they are received in their natural setting and whether or not they, in fact, can accomplish the objectives which they specify.

The frame of reference provided for thinking about pupil services by this model also provides the means for systematically evaluating pupil personnel programs which do not operate on the basis of a given model. One of the major problems in assessing pupil services has been the necessity for carrying out such assessment in the absence of specified objectives. Utilizing the six basic objectives provided by this model as reference points, it is at least possible to determine where any given program of pupil services stands in regard to this model. Such data as actual studies of time usage and the perceptions of those familiar with pupil services (pupil personnel workers, teachers, administrators and students), will provide the basic information. While this is far from an ideal method of assessment, it is considerably better than the ineffective shotgun approach employed in the assessment of most pupil personnel programs.

Practice

A variety of implications for practice are inherent in the results of the present project. It has been demonstrated that a model for pupil services assumed by many to be impossible of accomplishment is, in fact, feasible, accepted by those involved and effective in the accomplishment of its specific goals. The prevention of learning difficulties through environmental intervention cannot, at this point, be dismissed as an idle dream. Those interested in the preventive aspects of pupil services through use of such techniques need no longer be concerned by the lamentations of their colleagues that such an approach is doomed to failure.

The need for clear-cut objectives and evaluation of outcomes has been emphasized as basic to the present project and basic to the effectiveness of any program of pupil services. Rationalizations about the "intangibility" of pupil services no longer appear reasonable. If such services have an aura of intangibility, it is in all likelihood due to the fact that they aren't actually accomplishing anything. Insistence on the formulation of objectives and assessment of their accomplishment should be a part of any program of pupil services. The present project has demonstrated that this is a practical possibility, not a theoretical speculation.

As a by-product, this research has investigated certain process aspects of group counseling. While it is clear that the acceptance of participants in group counseling is a vital necessity to the success of any enterprise utilizing this procedure as a basic technique, it has also been demonstrated that the subjective reactions of participants in group counseling about the helpfulness of this process to them cannot be accepted at face value. Therefore, in the process of evaluating group counseling (and probably our other clinical techniques as well), attention must be focused, not only on the attitudes of the participants subsequent to their participation, but also on their behaviors and the behaviors of those psychologically close to them. The fact that changed parent behavior can result from participation in such groups without accompanying attitudinal changes and that this changed parent behavior can, in fact, alter children's school performance, calls for reassessment of the psychological assumption that behavior change occurs only following or accompanied by attitude change.[1]

Administration and Organization of Pupil Personnel Programs

Although an attempt has been made to structure the implications presented in this chapter in tentative fashion, caution must be taken at this point to reemphasize the caution with which these implications are presented. This study did not specifically investigate the administration and organization of pupil personnel services programs; therefore, what appears in this particular section falls considerably more in the realm of opinion than what appears in other sections. One hard fact which has been established is that the building principal, under present circumstances, is a prime determinant in the attitude of the teaching faculty toward pupil personnel services. Rather large differences were found among participating schools, both in principal attitudes and teacher attitudes towards pupil services.

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[1] None of the publications of the Western Regional Center have yet documented this fact. However, data have been collected and analyzed and, although not yet published, appear to substantiate the notion that attitudes, at least insofar as measured, did not change even though there is evidence of behavior change.

Since there are few ways in which any uniformity of principal attitude with respect to the objectives and functions of pupil services can be brought about, it would appear wise to consider the possibility that pupil personnel specialists, even those assigned to specific school buildings, should be under the direct supervision of someone other than the building principal. This individual might be a district director of pupil services or his designated representative.

This suggestion will undoubtedly be unacceptable in administrative quarters and will be viewed as undermining the authority of the building principal. Whether or not it will work in practice is unknown. At the same time, what is obvious at the moment is that district policy relative to pupil services (where it exists) is being undermined by varying attitudes among building principals, and that at the moment no such thing as district policy is possible with respect to pupil services because of varying outlooks and approaches among school principals. The need for both district policy and supervision of the activities of pupil personnel specialists by other pupil personnel specialists appears necessary if such programs are to be effective in different school settings.

Preparation of Pupil Personnel Specialists

One obvious implication of the preparation of pupil personnel specialists where the present model is being used is for appropriate training in group process. What constitutes "appropriate training" is difficult to state at the moment. It appears to have been demonstrated that pupil personnel specialists with varying backgrounds can, through short, intensive training, practical experience and regular supervision, learn group counseling skills adequately. Other data, not yet presented by this project, suggest that "theory" courses preceding practicum training may actually have a damaging effect on subsequent performance.

This project has also made it necessary to raise the question of whether or not the ordinarily assumed differences among pupil personnel specialties are valid. A study of the literature (Shaw, 1967) indicates that the real differences are not so gross as they are ordinarily assumed to be. The essentially equal performance seen among various pupil personnel specialists in the present project indicates that performance differences likewise may not be great. Continued emphasis on such differentiations as school counselor, school social worker, school psychologist, etc. may tend to vitiate efforts unnecessarily. Consideration should, at the very least, be given to providing a common core of training to all pupil personnel specialists.

Future Research

The most obvious need for future research relates to further testing of the present model. It must be recognized that the research reported on to date by this Center has dealt in only a partial way with the implications of the specific model under consideration. The situations in which the testing was carried out were such that responsibilities of project consultants were superimposed on already existing responsibilities. What would happen if an entire district altered its program to meet the objective of preventing learning difficulties through environmental intervention? If even a partial test conducted over relatively short periods of time can bring about the changes already described, what would a program completely aimed in this direction accomplish?

In addition to further testing of the present model, research exercising tighter controls than those utilized in the present study is necessary. Having demonstrated feasibility, acceptance and apparent change in student behavior, it is now possible to approach school districts with a considerably more specific proposal in which controls would be exercised which were not possible in the present study due to the lack of background knowledge and inability of project staff to reassure school districts that the approach proposed would be feasible and acceptable to other school staff. Random assignment of parents and teachers to groups, as well as further investigation of differences between those who volunteer and those who fail to volunteer for participation in group counseling, are necessary.

An additional variant which must be further tested is a contrast of situations in which parent counseling only, teacher counseling only and combined parent and teacher counseling are utilized in order to assess the differential effectiveness of counseling with these two major groups. An additional possibility is the introduction of group counseling for building principals in an effort to have them restructure their own behavior.

Beyond testing the present model further in a variety of ways, it appears necessary to develop and test other specific models for pupil services. Is the early identification and treatment of learning problems feasible, acceptable and effective? Is therapy with children who have already highly developed problems feasible, acceptable and effective in the school setting? These questions can be applied to every one of the six basic models postulated, and this likewise should be done so that current "professional opinion," which is better described as speculation relative to the desirability and effectiveness of various approaches, can be supplanted with hard data.

The present research has suggested a variety of research projects relative to the group counseling process itself. What is the relationship of training to success? Some present data suggest that those who had the most academic background in group procedures were the poorest group counselors. What is the best way to provide training in group process? Present data also suggest that client perceptions of outcomes and actual outcomes are highly incongruent. To what extent is this true and what implications does it have? What differences are created when groups center on the "selves" of those who are participating and when it focuses on the behavior of their children? A very slight hint contained in available data suggests that groups which focus on the parent's self achieve fewer behavior changes in children than those where group leaders actually focused parent group attention on children and their concerns. While this may seem an obvious outcome, the issue at stake is whether or not changes in adult behavior, whether parent or teacher, must be preceded by changes in attitude toward the self. The answer to this question would have tremendous implications, not only for the conduct of groups but for the amount of time necessary in which to bring about change. If attitude change is required, then the time investment will be heavy. If attitude change is not a requisite of behavior change, the time investment will be considerably less.

There are probably other implications in the present research, but these appear to be the most striking. As with any research, the questions raised appear to be greater in number and profundity than the questions which initiated the present project. Some of these questions are already under investigation through the medium of graduate theses and independent research. It is hoped that this process will shed additional light on some of the serious questions which need further illumination in order for pupil services to become more effective in the public school setting.

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APPENDICES

A TO I

APPENDIX A

PLEASE PRINT YOUR NAME HERE:

Last First Initial

PLEASE INDICATE SEX:

Male ( ) Female ( )

GRP 265.1
Form C

SCHOOL OPINION SURVEY

John K. Tuel and Merville C. Shaw
School of Education, U.C.L.A.

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B	G	F	M	TM	TF	CM	CF	AM	AF										

The purpose of this survey is to determine the opinion of individuals with respect to a variety of factors that relate to how public schools operate. You may feel that you do not have adequate knowledge of all of the questions asked, but please answer all questions on the basis of the opinions you have formed at this time. Please mark your answers with a soft black pencil. If you change your mind about an answer after you have already marked it be sure to erase your first answer completely.

Section One

In this section read each item then blacken one of the 5 answer spaces to the left of that question. Blacken A if you Disagree strongly, B if you Disagree (mildly), C if you are Uncertain, D if you Agree (mildly) or E if you Agree strongly. For example, look at SAMPLE ITEM 0. If you chose C (Uncertain), your mark next to that item should look like this:

Disagree Strongly	*Disagree*	*Uncertain*	*Agree*	*Agree Strongly*	
A	B	[✓ C]	D	E	0. SAMPLE ITEM
A	B	C	D	E	1. The most important task of the school is to help children to understand the world in which they live.
A	B	C	D	E	2. The individual desires and interests of students should in no way affect the construction of the curriculum.
A	B	C	D	E	3. "Facts" are not fixed, but can change with the situation.
A	B	C	D	E	4. Education is essentially a process in which the teacher helps the student realize his potential self.
A	B	C	D	E	5. The power of judgment is by nature equal in all men.
A	B	C	D	E	6. The objective-scientific method is the best road to truth.
A	B	C	D	E	7. The real value of the curriculum depends on the changes it brings about in the behavior and lives of the students.
A	B	C	D	E	8. Controversial issues should not be discussed in the classroom.
A	B	C	D	E	9. Teachers should suggest problems and encourage pupils to find for themselves solutions which will work.
A	B	C	D	E	10. The best discipline is for a child to be brought to realize the natural consequences of his behavior.
A	B	C	D	E	11. The only objective of the school is intellectual development.
A	B	C	D	E	12. Knowledge and truth are relative, not absolute.
A	B	C	D	E	13. An individual's feelings of adequacy about himself will be directly reflected in the effectiveness of his behavior.
A	B	C	D	E	14. It is best to ignore feelings and let the facts speak for themselves.
A	B	C	D	E	15. The main purpose of education is to turn out active people who DO things.
A	B	C	D	E	16. Enjoyment of learning for the sake of learning is an important educational goal.
A	B	C	D	E	17. Teachers need the right to administer corporal punishment to maintain discipline.
A	B	C	D	E	18. Differences among human beings are usually superficial.
A	B	C	D	E	19. Schools should teach, not just known facts, but ways to discover new facts.
A	B	C	D	E	20. Teachers should concentrate on developing skills, especially critical thinking.
A	B	C	D	E	21. It is not the teacher's job to determine guilt or give out punishment.
A	B	C	D	E	22. The teacher should not have to be concerned about motivation.
A	B	C	D	E	23. Facts change as new knowledge is developed.
A	B	C	D	E	24. The teacher's primary job is to help each child achieve his own potential.
A	B	C	D	E	25. Punishment seldom produces the educational results it is intended to produce.
A	B	C	D	E	26. A child's interest in a subject is unrelated to how well he does in it.
A	B	C	D	E	27. There are really NO principles which are universal and unchanging.
A	B	C	D	E	28. A good education is a broad education.
A	B	C	D	E	29. A child's feelings have no bearing on his learning.
A	B	C	D	E	30. The most important objective of education is to teach effective problem solving skills.
A	B	C	D	E	31. Schools exist primarily for the purpose of helping children realize their own individual potential.
A	B	C	D	E	32. It is best not to make exceptions to the rules for individual cases.
A	B	C	D	E	33. Truth is relative; it is never absolute.
A	B	C	D	E	34. Schools should give students more training in self-discipline.

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Section Two

In this section read each item and indicate by blackening one of the answer spaces what CHANGES, if any, you believe should be made to improve public education. Take number 1 (individual counseling of pupils) for example. If you believe there should be *Much Less* than now you should blacken A; if you believe there should be a *Little Less* than now, you should blacken B; if you believe it should be *Just* the *Same* as now, blacken C; if a *Little More* than now, blacken D; and if *Much More* than now, blacken E.

Much Less	*Less*	*Same*	*More*	*Much More*	
A	B	C	D	E	1. Individual counseling of pupils.
A	B	C	D	E	2. Competitive sports.
A	B	C	D	E	3. Pay for administrators.
A	B	C	D	E	4. Student government.
A	B	C	D	E	5. Hours spent in school.
A	B	C	D	E	6. Use of teaching machines.
A	B	C	D	E	7. Strict enforcement of school rules.
A	B	C	D	E	8. Counseling on personal problems.
A	B	C	D	E	9. Team sports.
A	B	C	D	E	10. Clerical help for teachers.
A	B	C	D	E	11. Shop and crafts classes.
A	B	C	D	E	12. Weeks in the school year.
A	B	C	D	E	13. Personality testing.
A	B	C	D	E	14. Strictness of discipline.
A	B	C	D	E	15. Attention to individuality of pupils.
A	B	C	D	E	16. Extra-curricular activities.
A	B	C	D	E	17. Pay for teachers.
A	B	C	D	E	18. Student organizations.
A	B	C	D	E	19. Emphasis on great literature.
A	B	C	D	E	20. Use of IQ tests.
A	B	C	D	E	21. Spanking of misbehaving pupils.
A	B	C	D	E	22. Interest by parents in school matters.
A	B	C	D	E	23. Time allotted to outdoor play.
A	B	C	D	E	24. Help for emotionally disturbed pupils.
A	B	C	D	E	25. Books in library.
A	B	C	D	E	26. Longer class periods.
A	B	C	D	E	27. Use of standardized tests.
A	B	C	D	E	28. Stringent laws against truancy.
A	B	C	D	E	29. Parent-teacher conferences.
A	B	C	D	E	30. P.T.A. activities.
A	B	C	D	E	31. Educational research.
A	B	C	D	E	32. Methods courses for teachers.
A	B	C	D	E	33. Free periods.
A	B	C	D	E	34. State regulation of education.
A	B	C	D	E	35. Teaching of morals in school.
A	B	C	D	E	36. Orientation for parents of new pupils.
A	B	C	D	E	37. Grading on the curve.
A	B	C	D	E	38. School psychologists.
A	B	C	D	E	39. Efforts to prevent school drop-outs.
A	B	C	D	E	40. Individual attention for each pupil.
A	B	C	D	E	41. Use of objective tests.
A	B	C	D	E	42. Closer home-school relationships.
A	B	C	D	E	43. Extent of counselor education.
A	B	C	D	E	44. Field trips.
A	B	C	D	E	45. Teaching of abstract issues.
A	B	C	D	E	46. Consumer education.
A	B	C	D	E	47. Writing of themes.
A	B	C	D	E	48. Child-study training.
A	B	C	D	E	49. Encouragement of creativity.
A	B	C	D	E	50. Co-educational physical education.
A	B	C	D	E	51. Large school districts.
A	B	C	D	E	52. Incidental expenses of education paid by the school.
A	B	C	D	E	53. Emphasis on social studies.
A	B	C	D	E	54. Free medical care for students.
A	B	C	D	E	55. School social workers.
A	B	C	D	E	56. Group projects.
A	B	C	D	E	57. Summer school for acceleration.
A	B	C	D	E	58. Lighting of classrooms.
A	B	C	D	E	59. Group discussions with parents.
A	B	C	D	E	60. Team teaching.
A	B	C	D	E	61. Home visits by teachers.
A	B	C	D	E	62. Autonomy of local school boards.
A	B	C	D	E	63. Attention given to gifted children.
A	B	C	D	E	64. Training in art and music.
A	B	C	D	E	65. Foreign language courses.
A	B	C	D	E	66. Stress on mathematics.

APPENDIX B

Please Print Your Name Here:

Last First Initial

Please Check The Appropriate Box

Father ☐ Mother ☐

765.2
Form B

FAMILY LIFE ATTITUDE INVENTORY (UCLA Guidance Project Modification)

In this section read each item then blacken one of the 5 answer spaces to the left of that question. Blacken A if you Strongly Disagree, B if you Disagree (mildly), C if you are Uncertain, D if you Agree (mildly) or E if you Strongly Agree. For example, look at SAMPLE ITEM 0. If you chose C (Uncertain), your mark next to that item should look like this:

Disagree Strongly A	Disagree B	Uncertain C	Agree D	Agree Strongly E	
☐	☐	●	☐	☐	0. SAMPLE ITEM
☐	☐	☐	☐	☐	1. Children should be allowed to gripe about rules which their parent make.
☐	☐	☐	☐	☐	2. Good parents should shelter their children from life's little difficulties.
☐	☐	☐	☐	☐	3. The home is the only thing that matters to a good parent.
☐	☐	☐	☐	☐	4. Some children are just so bad that they must be taught to fear adults for their own good.
☐	☐	☐	☐	☐	5. People who think they can get along in marriage without arguments just don't know the facts.
☐	☐	☐	☐	☐	6. A child should be taught to avoid fighting no matter what happens.
☐	☐	☐	☐	☐	7. More parents should teach their children to have unquestioning loyalty to them.
☐	☐	☐	☐	☐	8. Children shouldn't be confused by letting them learn things that differ from what their parents have told them.
☐	☐	☐	☐	☐	9. The things children ask of parents after a hard day are enough to make anyone lose his temper at times.
☐	☐	☐	☐	☐	10. A child will be grateful later on for strict training.
☐	☐	☐	☐	☐	11. A young child should be protected from hearing about sex.
☐	☐	☐	☐	☐	12. Children would be happier and better behaved if parents would show an interest in their affairs.
☐	☐	☐	☐	☐	13. Parents should ask for their children's opinions and take them into account when something which directly concerns the children is decided.
☐	☐	☐	☐	☐	14. Parents should do their best to avoid any disappointment for their children.
☐	☐	☐	☐	☐	15. The people who want lots of parties seldom make good parents.
☐	☐	☐	☐	☐	16. It is frequently necessary to drive the mischief out of a child before he will behave.
☐	☐	☐	☐	☐	17. Sometimes it's necessary for a person to tell off his spouse in order to get his rights.
☐	☐	☐	☐	☐	18. A child should be taught always to come to his parents or teachers rather than to fight when he is in trouble.
☐	☐	☐	☐	☐	19. The child should be taught to revere his parents above all other grown-ups.
☐	☐	☐	☐	☐	20. A parent should never be made to look wrong in a child's eyes.
☐	☐	☐	☐	☐	21. There's nothing that upsets parents more than a noisy family.
☐	☐	☐	☐	☐	22. Strict discipline develops a fine strong character.
☐	☐	☐	☐	☐	23. It is very important that young boys and girls not be allowed to see each other completely undressed.
☐	☐	☐	☐	☐	24. Laughing at children's jokes and telling children jokes makes things go more smoothly.
☐	☐	☐	☐	☐	25. A child has a right to his own point of view and should be allowed to express it.
☐	☐	☐	☐	☐	26. A child should be protected from jobs which might be too tiring or hard for him.
☐	☐	☐	☐	☐	27. Parents have to choose between caring for their family and hob-nobbing around with neighbors and friends.
☐	☐	☐	☐	☐	28. A wise parent will teach a child early just who is boss.
☐	☐	☐	☐	☐	29. No matter how well a married couple love one another, there are always differences which cause irritation and lead to arguments.
☐	☐	☐	☐	☐	30. There is no good excuse for a child hitting another child.
☐	☐	☐	☐	☐	31. A child soon learns that there is no greater wisdom than that of his parents.
☐	☐	☐	☐	☐	32. There is no excusing someone who upsets the confidence a child has in his parents' way of doing things.
☐	☐	☐	☐	☐	33. It's natural for a parent to "blow his top" when children are selfish and demanding.
☐	☐	☐	☐	☐	34. Children who are held to firm rules grow up to be the best adults.
☐	☐	☐	☐	☐	35. Children who take par [illegible] y become sex criminals when they grow up.
☐	☐	☐	☐	☐	36. Parents who are interested [illegible] hearing about their children's parties, dates, and fun, help them grow up right.
☐	☐	☐	☐	☐	37. A child's ideas should be seriously considered in making family decisions.
☐	☐	☐	☐	☐	38. Parents should know better than to allow their children to be exposed to difficult situations.
☐	☐	☐	☐	☐	39. Too many parents forget that their place when they are not working is with the family.
☐	☐	☐	☐	☐	40. Children need some of the natural meanness taken out of them.
☐	☐	☐	☐	☐	41. There are some things which just can't be settled by a mild discussion.

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In this section read each item then blacken one of the 5 answer spaces to the left of that question. Blacken A if you Disagree Strongly, B if you Disagree (mildly), C if you are Uncertain, D if you Agree (mildly) or E if you Agree Strongly.

A Disagree Strongly	B Disagree	C Uncertain	D Agree	E Agree Strongly		
☐	☐	☐	☐	☐	42.	Children should not be encouraged to box or wrestle because it often leads to trouble or injury.
☐	☐	☐	☐	☐	43.	Parents deserve the highest esteem and regard of their children.
☐	☐	☐	☐	☐	44.	It's best for the child if he never gets started wondering whether his parent's views are right.
☐	☐	☐	☐	☐	45.	There are times when any parent gets to the point where he can't stand his family a moment longer.
☐	☐	☐	☐	☐	46.	Most children should have more discipline than they get.
☐	☐	☐	☐	☐	47.	Sex is one of the greatest problems to be contended with in children.
☐	☐	☐	☐	☐	48.	If parents would have fun with their children, the children would be more apt to take their advice.
☐	☐	☐	☐	☐	49.	When a child is in trouble he ought to know that he won't be punished for talking about it with his parents.
☐	☐	☐	☐	☐	50.	Children should be kept away from all hard jobs which might be discouraging.
☐	☐	☐	☐	☐	51.	A good parent will find enough social life within the family.
☐	☐	☐	☐	☐	52.	It is sometimes necessary for the parent to break the child's will.
☐	☐	☐	☐	☐	53.	It's natural to have quarrels when two people who both have minds of their own get married.
☐	☐	☐	☐	☐	54.	Most parents prefer a quiet child to a "scrappy" one.
☐	☐	☐	☐	☐	55.	Loyalty to parents comes before everything else.
☐	☐	☐	☐	☐	56.	It is a very bad policy to let a child begin to have doubts about what his parents have told him.
☐	☐	☐	☐	☐	57.	A parent may need to "blow his top" once in a while around the home just to clear the air a bit.
☐	☐	☐	☐	☐	58.	Children are actually happier under strict training.
☐	☐	☐	☐	☐	59.	There is usually something wrong with a child who asks a lot of questions about sex.
☐	☐	☐	☐	☐	60.	When you do things together, children feel close to you and can talk more easily.
☐	☐	☐	☐	☐	61.	Children should be encouraged to express their opinions about anything that involves them.
☐	☐	☐	☐	☐	62.	A child is most lovable when he is small and helpless.
☐	☐	☐	☐	☐	63.	A person can't do a parent's job and have an active social life too.
☐	☐	☐	☐	☐	64.	Many children, like horses, must be broken in order to be trained.
☐	☐	☐	☐	☐	65.	A good argument now and then is a good way for people to settle their differences.
☐	☐	☐	☐	☐	66.	Children should be taught not to hit back even if someone hits them.
☐	☐	☐	☐	☐	67.	A child should always love his parents above everyone else.
☐	☐	☐	☐	☐	68.	The child should not question the thinking of his parents.
☐	☐	☐	☐	☐	69.	A parent has a right to be angry and irritated when the family doesn't give him a chance to relax at home.
☐	☐	☐	☐	☐	70.	Severe discipline is essential in the training of children.
☐	☐	☐	☐	☐	71.	If children are not warned about sex they may indulge in harmful sex play.
☐	☐	☐	☐	☐	72.	It is good for parents and teenagers to have a friend-to-friend attitude.
☐	☐	☐	☐	☐	73.	Family life would be happier if parents made children feel that they were free to say what they think about anything.
☐	☐	☐	☐	☐	74.	Parents should try to prevent all difficulties which might make a child unhappy.
☐	☐	☐	☐	☐	75.	A good parent doesn't have time to join clubs or have other activities besides work and family responsibilities.
☐	☐	☐	☐	☐	76.	A good whipping now and then never hurt any child.
☐	☐	☐	☐	☐	77.	Even in marriage a person must fight for his rights at times.
☐	☐	☐	☐	☐	78.	A good child doesn't fight with other children.
☐	☐	☐	☐	☐	79.	Children should be more concerned about their parents' happiness than about anything else.
☐	☐	☐	☐	☐	80.	A child's trust in his parent should be safeguarded better by not having so many people with different ideas around him.
☐	☐	☐	☐	☐	81.	Raising children is a nerve-racking job.
☐	☐	☐	☐	☐	82.	Firm enforcement of rules never really hurts a child.
☐	☐	☐	☐	☐	83.	Children who know a lot about sex become more curious and get into more trouble.
☐	☐	☐	☐	☐	84.	Parents should be playful rather than dignified with children.
☐	☐	☐	☐	☐		
☐	☐	☐	☐	☐		
☐	☐	☐	☐	☐		

PLEASE DO NOT WRITE IN THIS BOX

☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
		F	M																
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

APPENDIX C

EDUCATIONAL-VOCATIONAL PLANS INVENTORY – UCLA GUIDANCE PROJECT

GRP 764.3P

INSTRUCTIONS: Be sure to make your marks heavy and black (soft pencil preferred). Erase completely any answers you wish to change.

NAME ______________________________

. Place a mark under 3 if you are *male* or under 8 if you are *female*.

	Male								*Female*	
				3					8	

Rate your child's possible OCCUPATIONAL INTERESTS by placing a mark in the "9" column opposite the type of occupation in which you feel your child is MOST interested, then a mark in the "8" column opposite his *next* strongest type of interest, and so on until you have rated the area of his *least* interest by placing a mark opposite it in the "0" column. *(There should be only one mark in each row and each column.)*

	0	1	2	3	4	5	6	7	8	9
Outdoor										
Mechanical										
Scientific										
Numerical										
Musical										
Writing										
Artistic										
Clerical										
Social Services										
Selling										

3. Rate these *types* of occupations by placing a mark in the "9" column opposite the type of occupation for which you feel your child is BEST fitted by BOTH INTEREST AND ABILITY, a mark in the "8" column opposite the type for which your child is *next best fitted*, and so on until you have rated the type for which he is least well fitted by placing a mark opposite it in the "0" column. *(There should be only one mark in each row and each column.)*

	0	1	2	3	4	5	6	7	8	9
Outdoor										
Mechanical										
Scientific										
Numerical										
Musical										
Writing										
Artistic										
Clerical										
Social Services										
Selling										

4. Rate your child's APTITUDE for the following school school subjects by placing a mark in the "8" column opposite the subject in which your child is BEST, a mark in the "7" column opposite the subject in which your child is *next best*, and so on until you have rated the area in which your child is weakest by placing a mark opposite it in "1" column. *(There should be only one mark in each row and each column.)*

	1	2	3	4	5	6	7	8
Art								
English								
Foreign Languages								
Mathematics								
Music								
Biological Sciences								
Physical Sciences								
Shop (boys) or Home Econ. (girls)								

5. Below are listed and numbered various choices as to training beyond high school:
   - (1) No training beyond high school.
   - (2) Military service.
   - (3) Apprenticeship or on-the-job training.
   - (4) Technical or Trade School.
   - (5) Junior College.
   - (6) Four-year college.
   - (7) University.
   - (8) Graduate school.

	1	2	3	4	5	6	7	8
(a) Place a mark under the number which goes with the choice which your *child* feels is most realistic for himself.								
(b) Place a mark under the number which goes with the choice which you feel is most realistic for your child.								
(c) Place a mark under the number which goes with the choice which your *spouse* feels is most realistic for your child.								

	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%
6. (a) Place a mark in the column which best indicates the percent (%) of your child's class which is *below* [redacted] him in *actual ability* to do academic work.										
(b) Place a mark in the column which best indicates the percent (%) of your child's class which is *below* him in *grades* on academic work.										

		None	Little	Some	Much	Very Much
7. How much discussion about his future educational goals has your child had with	(a) you					
	(b) your spouse					
8. In talking about the kind of occupation your child should enter, how much (if any) *disagreement* has he with	(a) you					
	(b) your spouse					

APPENDIX D

Parent____________________
School____________________
Consultant________________

Group No.__________
Series No.__________

POST-SERIES REACTION SHEET
(Parent)
GUIDANCE RESEARCH PROJECT
University of California at Los Angeles

For several weeks you have been participating in group discussions. We would like to know your reactions to this experience in order to plan for the future. Will you please respond frankly to the attached rating scale so that the reactions of all participants may be objectively evaluated. Should you run out of space, please feel free to continue on the back of this sheet or use additional paper.

1. Do you feel that the group discussions have been helpful to you?

Not at all*________*________*________*________*Very much so
1 2 3 4 5

1a. If you checked 3, 4, or 5 above, please explain briefly in what ways the the discussions have been helpful.

2. Have there been bad or negative results from your participation in the group discussions?

Not at all*________*________*________*________*Very much so
5 4 3 2 1

2a. If you checked 3, 2, or 1 above, please explain briefly what negative results occurred.

3. Have there been any recent changes in your child's behavior around home and other out-of-school situations?

Not at all*________*________*________*________*Very much so
1 2 3 4 5

3a. If you checked 3, 4, or 5 above, have these changes been for the better_____ (or) worse_____
Please explain briefly the nature of these changes.

4. Would you recommend participation in a similar group to friends who have children with academic problems? yes_____
   no______

5. What specific aspects of the group discussions did you find to be least helpful (or possibly harmful)?

6. What specific aspects of the group discussions did you find to be most helpful?

7. Please write here and on the back any feelings or reactions about your experience in this group which you have not had an opportunity to express above.

APPENDIX E

DEVELOPMENT OF THE INVENTORY OF PROFESSIONAL EDUCATIONAL PRACTICES

The Inventory of Professional Educational Practices (IPEP) was developed for utilization in the Guidance Research Project at UCLA The major thrust of this Project is the establishment of demonstration centers utilizing a specific and unique approach to the provision of guidance services in cooperating schools and the evaluation of outcomes of the work of the demonstration centers. The demonstration centers are being conducted by personnel already working in the district under the general supervision of the Western Regional Center of the Interprofessional Research Commission on Pupil Personnel Services. The Center is taking the responsibility for the establishment of research procedures, the development of instruments and was originally responsible for the development of the rationale upon which the demonstration centers are based.

In cooperating schools guidance services are being offered which are intended to influence the educational environment of the children in certain grades in cooperating schools. The rationale and research design have been discussed in much more detail elsewhere (Shaw and Tuel, 1964), (Shaw and Tuel, 1965). Instruments to assess change through provision of services in the ways specified by the rationale have either been developed by the Project or have been adapted from already existing instruments. One of these instruments is the School Opinion Survey on which a great deal of data has been collected and a technical manual is in the process of preparation.

While the School Opinion Survey is a new instrument, the IPEP is a combination of four sub-parts; one of which is totally new. The other three sub-parts have been adapted from already existing instruments. The general purpose of developing the IPEP was to construct an instrument designed specifically for teachers which would reflect both certain attitudinal dimensions as well as professional behaviors which they endorse. A reciprocal relationship between attitude and behavior is thus being assumed without any assumptions of causality.

The four sub-sections of the IPEP are: The Grading Practices Opinionnaire developed by staff of the Guidance Research Project, a shortened version of the teachers' section of the Organizational Climate Description Questionnaire, developed by Halpin and Croft (1963), a shortened version of the Minnesota Teacher Attitude Inventory (Cook, Leeds and Callis, 1951) and the Guidance Practices Survey developed primarily by the Guidance Research Project but including items adapted from Mahler (1955).

The Grading Practices Opinionnaire

The Grading Practices Opinionnaire was developed to reflect specific behaviors of teachers relative to their judgment of the academic achievement of children. The initial form of the opinionnaire contained 36 items and was administered to 118 students in courses in Educational Psychology. Following collection of this data, a principal axis factor analysis was performed. An eigenvalue of 1 or more was the criterion used to determine the number of factors to be rotated. Seven factors met this criterion. The Kaiser Varimax Program was Utilized for this purpose. A copy of the form of the GPO on which factor analysis was performed will be found in Appendix 1. Appendix 2 reflects the rotated factor matrix. Table 1 reflects the loadings of

Table 1

Grading Practices Opinionnaire

Rotated Loadings for Items Included in Each Factor

Factor Number I		II		III		IV		V		VI		VII	
Item No	Loading	Item No	Loading	Item No	Loading	Item No	Loading	Item No	Loading	Item No	Loading	Item No	Loading
31	.49	7	.47	6	-.56	14	.51	2	-.68	8	-.51	1	.71
33	.62	9	.44	7	-.48	19	.39	16	-.80	23	.49	5	.50
35	.58	10	.85	25	-.40	21	.61			29	.67	12	.64
		11	.84	26	-.48	24	.50			32	.60		
		13	.41										
		15	.80										

items retained in the present form of the GPO. In no case was an item included where the loading was less than .39 and most loadings are substantially higher. Other items with loadings of .39 or higher were found in the rotated matrix, but were not included because they were found to have high loadings on other factors as well. Thus, the items retained not only have high loadings, but tend to have high loadings exclusively on the factor in which they now appear. Factors are essentially orthoganal. One additional item was written to strengthen factor 5, which had only two items in the factor. (This item is now No. 30 and reads, "Solves problems in new ways.") The revised form of the GPO begins on page 3 of the IPEP, which is included in Appendix 2.

Factor One seems to reflect an emphasis on hard work and competitiveness and appears to embody one commonly accepted middle class American stereotype of, "how to get ahead in almost any field." Factor Two appears to be concerned primarily with the attitude of the student toward his work. Thus, the variables enthusiasm and interest have the strongest loadings in this factor, followed very closely by a very broad variable which simply is "attitude." Factor Three appears, in a certain sense, to be an absolutist scale. The factor appears to be highly unconcerned with effort or change and, by implication, is probably concerned primarily with doing only what the teacher specifically requires. In some ways it appears to be the polar opposite of Factor One. Factor Four is comprised of diverse kinds of items and is quite difficult to label. It appears most closely related to the efficiency of learning. Thus, organization, thoroughness, ability to apply knowledge and quality of work all load in this item. Factor Five is quite easy to name. It is concerned only with originality and creativity. One item was added to the scale on an a priori basis, although the factor would probably be sufficiently stable without an additional item.

Factor Six is a very interesting one in that its prime concern appears to be related not to school work or attitudes towards it, but rather to factors beyond the control of the student which might conceivably interfere with earning good grades. The fact that the criterion of accuracy loads negatively into this factor, is significant. Individuals exercising this kind of criterion apparently are used to thinking broadly and subjectively and very possibly are unscientific in outlook. Factor Seven is concerned primarily with certain details that are often presumed to be a part of school learning. Thus, spelling, diction and grammar all load heavily into this factor. The essentially mechanistic-objective element of this factor should not be ignored.

The Organizational Climate Description Questionnaire

The total organizational climate description questionnaire (CDQ) was designed to reflect various facets of teacher and principal behavior, and to assess the general psychological climate prevailing in any given school situation. It was developed through the process of factor analysis and Form IV, from which the present items are taken, contained a total of 64 items. In order to meet the needs of the UCLA Guidance Research Project, only the 33 items reflecting teacher behavior were utilized. It should be remembered that the second year of data collection of this Project involves pupil personnel specialists working with volunteer groups of teachers in an attempt to assist them to be more effective in their teaching. It was assumed that if such groups were successful, in terms of the present study, that many of the teacher behaviors reflected in the OCDQ might be changed, thus, bringing about a change in the "organizational climate" (to use Halpin and Croft's term), or in the "learning environment" (to use the terminology of the present study).[1]

The teacher behavior section of the OCDQ is comprised of four factors. The first of these is disengagement. Halpin and Croft describe disengagement as referring: "to the teacher's tendency to be 'not with it!'" This dimension describes a group which is "going through the motions," a group that is "not in gear" with respect to the task at hand. It corresponds to the more general concept of anomie as first described by Durkheim. In short, this sub-test focuses upon the teacher's behavior in a task oriented situation. The second factor is hindrance and "refers to the teacher's feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary busy work. The teachers perceive that the principal is hindering rather than facilitating their work." The third factor is esprit and "refers to 'morale'." The teachers feel that their social needs are being satisfied and that they are, at the same time, enjoying a sense of accomplishment in their jobs." The final factor is intimacy and "refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-need satisfaction which is not necessarily associated with task-accomplishment."

---

[1] It should be emphasized that in terms of the present Project, the principal is seen as a prime determinant of the learning environment in any given school. The fact that items on the OCDQ relating to principal behavior are being left out should not be misinterpreted as a lack of respect for this point of view. Rather, this Project has not yet had an opportunity to incorporate work with school administrators as a formal aspect of the study.

The scales are ideally suited to the purposes of the present Project since they reflect some very general attitudes which teachers have toward their work in a specific professional situation. It can hardly be doubted that there is a reciprocal relation between these attitudes and the effectiveness of the professional job which they do. It has been postulated that it is the purpose of the guidance worker to assist in the development of general attitudes and behaviors on the part of the teacher which are conducive to his performing in an optimally effective manner. The items comprising the teachers' section of the OCDQ will be found on pages 4, 5 and 6 of the IPEP.

The Teacher Attitude Inventory

The original form of the Minnesota Teacher Attitude Inventory was published in 1951. It was developed by Cook, Leeds and Callis. It has been almost universally used on the assumption that it is a unifactor instrument. It has also been assumed that the more permissive and therefore presumably "student-oriented" teacher is a "good" teacher, while the less permissive and therefore presumably "subject matter-oriented teacher" is a "bad" teacher. A recent study by Horn and Morrison (1965) demonstrated that five major factors could be extracted from the original MTAI. These five factors can be briefly described as being related to (1) beliefs about child control,

(2) opinions about goodness or badness of children, (3) permissiveness as opposed to punitiveness, (4) aloneness versus involvement, and (5) laissez faire as opposed to controlling attitudes toward children. Their analysis accounted for 73 of the 150 items found on the MTAI. The first 3 factors included 17, 23 and 22 items respectively, a substantially greater number than would be required for factor reliability. For this reason, the number of items in each of the first three scales was arbitrarily reduced to 15 by dropping the necessary number of items with the lowest loadings. The 4th and 5th factors contained 7 and 4 items respectively, all of which were retained. This resulted in a much shortened teacher attitude inventory comprised of 56 items.

The utility of these five factors as measures of change in teacher attitude and behavior will be obvious. Factors Two and Four appear to have particular relevance for the present study, although data analysis alone will be able to establish this assumed significance.

The Guidance Practices Survey

The fourth section of the IPEP is comprised of 20 questions intended to reflect teacher attitudes toward certain personnel services and personnel workers. It is specifically designed to determine whether or not teachers who participate in volunteer discussion groups improve their opinion of such services and of the people who render them. Many of the items are original, while others were adapted from Mahler (1955). A broad sampling of teacher attitudes with respect to the effectiveness and competence of personnel workers is tapped, as are attitudes with respect to the utility of the functions which they perform. No data are currently available on this section of the IPEP.

References

Cook, W. W., Leeds, C. H. and Callis, R., Minnesota Teacher Attitude Inventory. New York: The Psychological Corporation, 1951.

Halpin, A. W. and Croft, D. B., The Organizational Climate of Schools. Midwest Administration Center, University of Chicago, August, 1963.

Horn, J. L. and Morrison, W. L., Dimensions of teacher attitudes. J. Educ. Psychol., 56, 1965, 118-125.

Mahler, C. A., A Study of Student and Faculty Reactions to Student Personnel Work. Unpublished Ph.D. dissertation, University of Minnesota, 1955.

Shaw, M. C. and Tuel, J. K., A Proposed Model and Research Design for Pupil Personnel Services in the Public Schools. Los Angeles: University of California (mimeographed, 95 pp. + appendices), March, 1964.

Shaw M. C., and Tuel, J. K., Guidance Research in Action: Group Counseling with Parents. Los Angeles: University of California (mimeographed, 100 pp. + appendices), March, 1965.

APPENDIX 1

NAME:
(Teachers only)
GRADE LEVEL TAUGHT:
(Parents only)
GRADE LEVEL OF CHILD:

GRADING PRACTICES OPINIONNAIRE

University of California at Los Angeles

By circling one of the five numbers opposite each question, please indicate how much weight (positive or negative) you believe should be given to each kind of criterion when assigning grades.

None At All	Very Little	Quite A Bit	Very Much	A Great Deal			None At All	Very Little	Quite A Bit	Very Much	A Great Deal		
0	1	2	3	4	1.	Spelling	0	1	2	3	4	19.	Ability to apply knowledge
0	1	2	3	4	2.	Creativity	0	1	2	3	4	20.	Punctuality
0	1	2	3	4	3.	Cooperativeness	0	1	2	3	4	21.	Organization of work
0	1	2	3	4	4.	Classroom behavior	0	1	2	3	4	22.	Intelligence
0	1	2	3	4	5.	Diction	0	1	2	3	4	23.	Home problems (allowance for)
0	1	2	3	4	6.	Improvement shown	0	1	2	3	4	24.	Thoroughness
0	1	2	3	4	7.	Effort demonstrated	0	1	2	3	4	25.	Getting an assignment in on time
0	1	2	3	4	8.	Accuracy	0	1	2	3	4	26.	Doing extra unassigned work
0	1	2	3	4	9.	Work habits	0	1	2	3	4	27.	Personal cleanliness
0	1	2	3	4	10.	Enthusiasm	0	1	2	3	4	28.	Participation in discussion
0	1	2	3	4	11.	Interest	0	1	2	3	4	29.	Physical illness
0	1	2	3	4	12.	Grammar	0	1	2	3	4	30.	Attendance
0	1	2	3	4	13.	Neatness of work	0	1	2	3	4	31	General class standing
0	1	2	3	4	14.	Quality of work	0	1	2	3	4	32.	Language problem (allowance for)
0	1	2	3	4	15.	Attitude	0	1	2	3	4	33.	Competitiveness
0	1	2	3	4	16.	Originality	0	1	2	3	4	34.	Increased self understanding
0	1	2	3	4	17.	Aptitude test scores	0	1	2	3	4	35.	Time spent on work
0	1	2	3	4	18.	Tardies	0	1	2	3	4	36.	Amount of learning revealed by test scores

APPENDIX 2

Rotated Factor Matrix of the Grading Practices Opinionnaire

Factor Number	I	II	III	IV	V	VI	VII
Variable 1	-0.05148	0.04925	-0.02605	-0.18574	0.08915	0.10647	0.71377
2	-0.10873	0.06428	-0.11742	-0.03712	-0.67901	-0.02459	0.04299
3	0.14188	0.45432	-0.27867	-0.03383	0.28780	0.00798	0.33261
4	0.02663	0.50055	-0.27557	-0.17629	0.23890	0.08445	0.32298
5	0.10311	0.10052	0.04437	0.17866	-0.04145	-0.07279	0.50380
6	0.14289	0.27610	-0.56300	-0.18986	-0.06237	0.04407	-0.09020
7	0.36841	0.47324	-0.48638	-0.14773	0.00274	-0.09126	0.01994
8	0.04102	-0.18300	-0.06952	0.39865	0.03437	-0.50854	0.18123
9	0.19125	0.44461	-0.26459	0.09489	0.33150	0.04683	0.23317
10	0.00707	0.84964	-0.08079	0.06816	-0.19774	0.05753	0.05382
11	0.07383	0.84119	0.08069	0.10680	-0.21500	0.12708	0.06037
12	-0.02167	0.14325	0.01768	0.12098	-0.04162	-0.04110	0.64303
13	0.34847	0.41517	0.08902	0.36653	0.14278	-0.01729	0.22490
14	-0.02917	0.01918	0.03875	0.50670	0.13584	-0.13063	-0.05726
15	0.19083	0.79595	-0.08347	-0.00478	-0.10158	-0.02931	0.18676
16	0.04899	0.16258	0.01603	0.10877	-0.79947	0.01921	-0.03054
17	0.34158	0.09661	0.06974	-0.2386[illegible]	-0.08950	0.13970	0.38600
18	0.42691	0.35613	0.01057	-0.11720	0.07197	0.14967	0.48444
19	-0.05261	-0.05075	-0.05184	0.39245	-0.24621	-0.07950	-0.26458
20	0.40234	0.10287	0.01190	-0.14111	0.18479	0.19068	0.45202
21	0.04190	0.14456	0.00042	0.60889	-0.13226	0.08917	0.08174
22	0.36814	0.10990	-0.15531	-0.06212	-0.21805	0.19464	0.31332
23	0.02124	0.06435	-0.36451	-0.16701	-0.10667	0.48955	0.34199
24	-0.01265	-0.05274	-0.28381	0.50119	-0.02767	0.04476	-0.05196

APPENDIX 2 (Continued)

Rotated Factor Matrix of the Grading Practices Opinionnaire

Factor Number	I	II	III	IV	V	VI	VII
Variable 25	0.37832	0.17063	-0.40208	0.17319	0.02138	0.01882	0.12209
26	0.16941	0.08983	-0.47918	0.18447	-0.02236	0.16980	-0.12111
27	0.48967	0.24146	-0.12183	-0.22918	-0.04466	0.12964	0.46603
28	0.26566	0.17077	-0.30978	0.16207	0.00319	0.04363	0.09100
29	0.20436	0.00322	-0.03283	-0.03051	0.11367	0.66874	-0.04003
30	0.53483	0.21395	0.12091	0.00580	0.16810	0.44601	0.18405
31	0.49417	0.01960	-0.18244	0.00977	0.07474	-0.00049	-0.15972
32	0.14417	-0.01585	-0.18834	0.12399	-0.10206	0.59952	0.21552
33	0.62091	-0.00712	-0.11898	0.04625	-0.09272	0.09527	0.03602
34	0.24420	-0.06069	-0.36060	-0.18598	-0.23772	0.12789	0.22387
35	0.58742	0.12824	-0.18967	0.02108	0.12235	0.07987	0.10766
36	0.06853	-0.19561	-0.38479	0.13973	0.05531	0.19668	-0.18665
37	0.00686	-0.00076	-0.34548	0.03890	-0.02078	-0.02639	0.03402

INVENTORY OF PROFESSIONAL EDUCATIONAL PRACTICES

Guidance Research Project
U.C.L.A.

The questions contained on the following pages are intended to reflect the opinions of professional educators with respect to a variety of educational practices. You will have first hand familiarity with most of the situations described in this inventory. There may be a few, however, with which you are relatively unfamiliar. In any case, will you please give your opinion on all items, based on your current background of experience and knowledge.

Instructions for completion of the four sections of this inventory appear at the beginning of each of the sections.

Your responses will not be made known to any other school personnel but will be used only for research purposes. You may ignore the confusing system of numbering since it is set up to facilitate computer analysis of your responses.

BIOGRAPHICAL INFORMATION

Your Name ____

School ____
(Write in the name of your school)

Please place a check mark to the right of the appropriate category.

7. Position:

	Principal	1.______
	Teacher	2.______
	Personnel Wker	3.______
	Other	4.______

8. Sex:

	Male	1.______
	Female	2.______

9. Age

	20-29	1.______
	30-39	2.______
	40-49	3.______
	50-59	4.______
	60 or over	5.______

10. Years of experience in education	0-9	1.______
	10-19	2.______
	20-29	3.______
	30 or over	4.______

11. Years at this school:	0-4	1.______
	5-9	2.______
	10-19	3.______
	20 or over	4.______

GRADING PRACTICES OPINIONNAIRE

By circling one of the five numbers opposite each question, please indicate how much weight (positive or negative) you believe should be given to each kind of criterion when assigning grades to students.

None At All	Very Little	Quite A Bit	Very Much	A Great Deal			None At All	Very Little	Quite A Bit	Very Much	A Great Deal		
1	2	3	4	5	12.	Spelling	1	2	3	4	5	25.	Attitude
1	2	3	4	5	13.	Creativity	1	2	3	4	5	26.	Originality
1	2	3	4	5	14.	Thoroughness	1	2	3	4	5	27.	Ability to apply knowledge
1	2	3	4	5	15.	Diction	1	2	3	4	5	28.	Organization of work
1	2	3	4	5	16.	Improvement shown	1	2	3	4	5	29.	Home problems (allowance for)
1	2	3	4	5	17.	Effort demonstrated	1	2	3	4	5	30.	Solves problems in new ways
1	2	3	4	5	18.	Accuracy	1	2	3	4	5	31.	Getting assignments in on time
1	2	3	4	5	19.	Work habits	1	2	3	4	5	32.	Doing extra unassigned work
1	2	3	4	5	20.	Enthusiasm	1	2	3	4	5	33.	Physical illness
1	2	3	4	5	21.	Interest	1	2	3	4	5	34.	General class standing
1	2	3	4	5	22.	Grammar	1	2	3	4	5	35.	Lang. problem (allowance for)
1	2	3	4	5	23.	Neatness of work	1	2	3	4	5	36.	Competitiveness
1	2	3	4	5	24.	Quality of work	1	2	3	4	5	37.	Time spent on work

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE
(Teachers)
Developed by Andrew W. Halpin and Don B. Croft

Marking Instructions

Printed below is an example of a typical item found in this section:

Rarely Occurs
Sometimes Occurs
Often Occurs
Very frequently Occurs

1 2 [✓ 3] 4 0. Teachers call each other by their first names.

In this example the respondent marked alternative 3 to show that the interpersonal relationship described by this item "often occurs" at his school. Of course, any of the other alternatives could be selected, depending upon how often the behavior described by the item does, in your opinion, occur in your school.

Please circle your response clearly, as in the example. (Please be sure that you mark every item).

Rarely Occurs
Sometimes Occurs
Often Occurs
Very frequently Occurs

1 2 3 4 38. Teachers' closest friends are other faculty members at this school.

1 2 3 4 39. The mannerisms of teachers at this school are annoying.

Rarely Occurs
Sometimes Occurs
Often Occurs
Very Frequently Occurs

1 2 3 4 40. Teachers spend time after school with students who have individual problems.

1 2 3 4 41. Instructions for the operation of teaching aids are available.

1 2 3 4 42. Teachers invite other faculty to visit them at home.

1 2 3 4 43. There is a minority group of teachers who always oppose the majority.

1 2 3 4 44. Extra books are available for classroom use.

1 2 3 4 45. Sufficient time is given to prepare administrative reports.

1 2 3 4 46. Teachers know the family background of other faculty members.

1 2 3 4 47. Teachers exert group pressure on non-conforming faculty members.

1 2 3 4 48. In faculty meetings,there is a feeling of "let's get things done."

1 2 3 4 49. Administrative paper work is burdensome at this school.

1 2 3 4 50. Teachers talk about their personal life to other faculty members.

1 2 3 4 51. Teachers seek special favors from the principal.

1 2 3 4 52. School supplies are readily available for use in classwork.

1 2 3 4 53. Student progress reports require too much work.

1 2 3 4 54. Teachers have fun socializing together during school time.

1 2 3 4 55. Teachers interrupt other faculty members who are talking in staff meetings.

Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	
1	2	3	4	56. Most of the teachers here accept the faults of their colleagues.
1	2	3	4	57. Teachers have too many committee requirements.
1	2	3	4	58. There is considerable laughter when teachers gather informally.
1	2	3	4	59. Teachers ask nonsensical questions in faculty meetings.
1	2	3	4	60. Custodial service is available when needed.
1	2	3	4	61. Routine duties interfere with the job of teaching.
1	2	3	4	62. Teachers prepare administrative reports by themselves.
1	2	3	4	63. Teachers ramble when they talk in faculty meetings.
1	2	3	4	64. Teachers at this school show much school spirit.
1	2	3	4	65. Teachers at this school stay by themselves.
1	2	3	4	66. The teachers accomplish their work with great vim, vigor and pleasure.
1	2	3	4	67. The morale of the teachers is high.
1	2	3	4	68. Teachers socialize together in small select groups.
1	2	3	4	69. Teachers work together preparing administrative reports.
1	2	3	4	70. Teachers talk about leaving the school system.

TEACHER ATTITUDE INVENTORY
(Short Form)

(Adapted from the Minnesota Teacher Attitude Inventory)

This section contains 56 statements reflecting opinions about teacher-pupil relations. There is considerable disagreement as to what the answers should be. Decide how you feel about each statement and circle the appropriate response.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree		
1	2	3	4	5	7.	Most pupils don't appreciate what a teacher does for them.
1	2	3	4	5	8.	If the teacher laughs with the pupils in amusing classroom situations, the class tends to get out of control.
1	2	3	4	5	9.	It sometimes does a child good to be criticized in the presence of other pupils.
1	2	3	4	5	10.	Unquestioning obedience in a child is not desirable.
1	2	3	4	5	11.	Pupils should be required to do more studying at home.
1	2	3	4	5	12.	The first lesson a child needs to learn is to obey the teacher without hesitation.
1	2	3	4	5	13.	Young people are difficult to understand these days.
1	2	3	4	5	14.	There is too great an emphasis upon "keeping order" in the classroom.
1	2	3	4	5	15.	Pupils have it too easy in the modern school.
1	2	3	4	5	16.	A teacher should not be expected to sacrifice an evening of recreation in order to visit a child's home.
1	2	3	4	5	17.	Most pupils do not make an adequate effort to prepare their lessons.
1	2	3	4	5	18.	Too many children nowadays are allowed to have their own way.

Strongly Agree
Agree
Uncertain
Disagree
Strongly Disagree

1 2 3 4 5 19. The boastful child is usually over-confident of his ability.

1 2 3 4 5 20. A teacher cannot place much faith in the statements of pupils.

1 2 3 4 5 21. Some children ask too many questions.

1 2 3 4 5 22. Discipline in the modern school is not as strict as it should be.

1 2 3 4 5 23. A good motivating device is the critical comparison of a pupil's work with that of other pupils.

1 2 3 4 5 24. The child must learn that "teacher knows best."

1 2 3 4 5 25. Teachers should exercise more authority over their pupils than they do.

1 2 3 4 5 26. Many teachers are not severe enough in their dealings with pupils.

1 2 3 4 5 27. Too much nonsense goes on in many classrooms these days.

1 2 3 4 5 28. The school is often to blame in cases of truancy.

1 2 3 4 5 29. Pupils who are foreigners usually make the teacher's task more unpleasant.

1 2 3 4 5 30. Assigning additional school work is often an effective means of punishment.

1 2 3 4 5 31. Pupils must learn to respect teachers if for no other reason than that they are teachers.

1 2 3 4 5 32. No child should rebel against authority.

1 2 3 4 5 33. There is too much leniency today in the handling of children.

1 2 3 4 5 34. Children nowadays are allowed too much freedom in school.

1 2 3 4 5 35. Children are unable to reason adequately.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	
1	2	3	4	5	36. The child who misbehaves should be made to feel guilty and ashamed of himself.
1	2	3	4	5	37. If a child wants to speak or to leave his seat during the class period, he should always get permission from the teacher.
1	2	3	4	5	38. Throwing of chalk and erasers should always demand severe punishment.
1	2	3	4	5	39. There are too many activities lacking in academic respectability that are being introduced into the curriculum of the modern school.
1	2	3	4	5	40. Children should be given more freedom in the classroom than they usually get.
1	2	3	4	5	41. Most pupils are unnecessarily thoughtless relative to the teacher's wishes.
1	2	3	4	5	42. Shy pupils especially should be required to stand when reciting.
1	2	3	4	5	43. Teachers should consider problems of conduct more seriously than they do.
1	2	3	4	5	44. A teacher should not be expected to do more work than he is paid for.
1	2	3	4	5	45. As a rule teachers are too lenient with their pupils.
1	2	3	4	5	46. Slow pupils certainly try one's patience.
1	2	3	4	5	47. Pupils like to annoy the teacher.
1	2	3	4	5	48. Children usually will not think for themselves.
1	2	3	4	5	49. Classroom rules and regulations must be considered inviolable.
1	2	3	4	5	50. Most pupils have too easy a time of it and do not learn to do real work.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	
1	2	3	4	5	51. A teacher seldom finds children really enjoyable.
1	2	3	4	5	52. It isn't practicable to base school work upon children's interest.
1	2	3	4	5	53. It is difficult to understand why some children want to come to school.
1	2	3	4	5	54. Children are usually too inquisitive.
1	2	3	4	5	55. Children today are given too much freedom.
1	2	3	4	5	56. One should be able to get along with almost any child.
1	2	3	4	5	57. Children are not mature enough to make their own decisions.
1	2	3	4	5	58. A child who bites his nails needs to be shamed.
1	2	3	4	5	59. Children just cannot be trusted.
1	2	3	4	5	60. Most pupils are not interested in learning.
1	2	3	4	5	61. The teacher should disregard the complaints of the child who constantly talks about imaginary illnesses.
1	2	3	4	5	62. Teachers probably over-emphasize the seriousness of such pupil behavior as the writing of obscene notes.

GUIDANCE PRACTICES SURVEY

The following questions ask you to report your opinion with respect to certain guidance practices. You will have first hand familiarity with most of the situations or practices described in this inventory. There may be a few, however, with which you are relatively unfamiliar. In any case, will you please give your opinion on all items based on your current background of experience and knowledge by placing a check mark (✓) next to the space that best reflects your opinion.

7. Do you feel that it is necessary for this school to provide help in removing deficiences in reading?

_____ (1) Yes

_____ (2) No

8. How much help of this sort is provided by this school?

_____ (1) Provides little help

_____ (2) Provides some help

_____ (3) Provides adequate help

_____ (4) Provides extensive help

_____ (5) I do not know

9. How many of the students at this school can find someone on the staff with whom they can freely discuss their problems or concerns?

_____ (1) Almost all of them

_____ (2) Many of them

_____ (3) Some of them

_____ (4) Only a few of them

_____ (5) I do not know

10. Do you feel that students in this school who most need counseling are receiving such help?

_____ (1) Almost all of them
_____ (2) Many of them
_____ (3) Some of them
_____ (4) Only a few of them
_____ (5) I do not know

11. How helpful are the counseling services which are available to students, parents and teachers at this school?

_____ (1) Very helpful
_____ (2) Fairly helpful
_____ (3) Uncertain
_____ (4) Not very helpful
_____ (5) Little or no help

12. How many of the students at this school who are below average in ability are receiving an adequate education?

_____ (1) Most of them
_____ (2) Many of them
_____ (3) Some of them
_____ (4) Only a few of them
_____ (5) I do not know

13. Do you believe that the opinions of students are given enough consideration in determining the rules and regulations of this school?

_____ (1) Most all of the time
_____ (2) Frequently

_____ (3) Not very often

_____ (4) Seldom

_____ (5) I do not know

14. How many of the students are getting the kind of education at this school that their parents would like for them to get?

_____ (1) Almost all of them

_____ (2) Most of them

_____ (3) Some of them

_____ (4) A few of them

_____ (5) I do not know

15. How well do you feel that this school handles discipline problems?

_____ (1) Very well

_____ (2) Fairly well

_____ (3) Uncertain

_____ (4) Not very well

_____ (5) Not well at all

16. How well do the various guidance and personnel services such as counseling, psychometry, school psychology, nursing, speech therapy, etc., seem to cooperate with each other?

_____ (1) Very cooperative

_____ (2) Cooperative

_____ (3) Uncertain

_____ (4) Uncooperative

_____ (5) Very uncooperative

17. Do you feel that in this school there is, at present, a tendency to over-emphasize guidance and counseling services?

_____ (1) Yes, definitely

_____ (2) Yes

_____ (3) Uncertain

_____ (4) No

_____ (5) No, definitely

18. How closely do the various guidance and personnel services such as counseling, school psychology, nursing, speech therapy, etc., seem to work with the faculty in the school?

_____ (1) Very closely

_____ (2) Fairly closely

_____ (3) Uncertain

_____ (4) Not too closely

_____ (5) Hardly at all

19. Do you feel that guidance personnel contribute materially to the education of all or nearly all children in your school?

_____ (1) Yes, definitely

_____ (2) Yes

_____ (3) Uncertain

_____ (4) No

_____ (5) No, definitely

20. As compared to six months ago, how much use are you making of guidance services available to you?

_____ (1) Much more

_____ (2) More

_____ (3) Same

_____ (4) Less

_____ (5) Much less

21. With respect to the number of guidance workers available to you, should

_____ (1) More be added

_____ (2) The same number be kept, or

_____ (3) Guidance staff be reduced?

22. To what extent could teachers effectively carry out functions now assigned to guidance personnel, assuming they were given adequate time to do so?

_____ (1) Very much so

_____ (2) Much

_____ (3) Some

_____ (4) Little

_____ (5) Not at all

23. The competence of guidance personnel associated with this school is

_____ (1) Very high

_____ (2) High

_____ (3) Uncertain

_____ (4) Low

_____ (5) Very low

24. In this question, please place a 1 next to the guidance function you consider most important in the following list, a 2 next to the function you would rank second in importance and a 3 next to the function you would rank third.

____ (1) Testing

____ (2) Placement of children in appropriate classes

____ (3) Providing relevant information to teachers

____ (4) Conferencing with parents

____ (5) Student activities

____ (6) Educational-vocational guidance

____ (7) Assistance with curriculum modification

____ (8) Direct assistance to the administration

____ (9) Assisting students to find jobs and/or obtain scholarships

____(10) Counseling with students

24a. What guidance functions, not included in the above list, do you consider to be important? Please list in the spaces provided.

(1) ____

(2) ____

25. If changes in the guidance program of your school were to be made, what would you recommend? Please rank your recommended changes from 1 through 6.

______ (1) Increased work with individual students, including such activities as individual testing, individual counseling and therapy.

______ (2) Increased attention to special groups of children, including work with the retarded, gifted, physically handicapped and emotionally disturbed.

_____ (3) Increased work with teachers, including more feedback on test results, direct assistance with behavior as disciplining problems and assistance with curriculum modification.

_____ (4) Increased work with parents, including parent conferencing, parent group discussions centered on problem prevention, and work with the parents of children having learning difficulties.

_____ (5) Increased assistance to the administrator(s) of your school, including serving as an administrator when other administrators are out of the building, providing supervision for playground and/or student social activities, and informing parents of student misbehavior.

_____ (6) Increased work with normal children, including work with students achieving below their potential, prevention of learning difficulties and special attention to children new to the school.

26. Rank the following pupil personnel workers in order of their value to the classroom teacher by placing a 1 next to the most helpful, a 2 next to the second most helpful, until all 7 have been ranked.

_____ (1) Nurse
_____ (2) School psychologist
_____ (3) Counselor
_____ (4) Child Welfare and Attendance Worker
_____ (5) Physician
_____ (6) School social worker
_____ (7) Speech or hearing specialist

APPENDIX F

IMPORTANT! One of these forms is to be completed for each group at the conclusion of each series.

NOTE. When used for teacher group, observe substitutions in parentheses above text.

Consultant ______________
District ______________
School ______________
Group Number ______________ Parent ____ Teacher ____
(Circle) Series: 1 2 3
Date This Series Started: ______

COUNSELOR REACTIONS TO SPECIFIC GROUP

GUIDANCE RESEARCH PROJECT
University of California, Los Angeles

1. How would you describe rapport in this group?

(Circle one)	Poor	Not So Good	Fair	Very Good	Excellent
	(1)	(2)	(3)	(4)	(5)

(teachers)
2. How much interaction was there among parents in this group?

(Circle one)	Almost None	Very Little	A Fair Amount	Quite A Bit	A Great Deal
	(1)	(2)	(3)	(4)	(5)

3. How much hostility was expressed in this group?

(Circle one)	Almost None	Very Little	A Fair Amount	Quite A Bit	A Great Deal
	(1)	(2)	(3)	(4)	(5)

4. (Answer only if answer to above question was 3, 4 or 5.) Was this hostility directed primarily towards

(Circle one)	Self	Counselor	(Parents) Teachers	(Own Pupils) Own Child	Other Group Members
	(1)	(2)	(3)	(4)	(5)

5. Did the group seem to insist that you talk or lecture to them?

(Circle one)	Almost None	Very Little	A Fair Amount	Quite A Bit	A Great Deal
	(1)	(2)	(3)	(4)	(5)

6. What is your feeling about outcomes in this group?

(Circle One)	Poor	Not So Good	Fair	Very Good	Excellent
	(1)	(2)	(3)	(4)	(5)

7. In a short paragraph, characterize this group and put down your reactions to it. (Use back of sheet or extra paper if necessary.)

APPENDIX G

Consultant ____________________

District ____________________

Level: Elem. Jr.Hi. Sr. Hi.
(Circle One)

GENERAL COUNSELOR REACTIONS

GUIDANCE RESEARCH PROJECT
University of California, Los Angeles

1. Would you recommend working with parent groups as an effective technique to other counselors?

(Circle One)	Definitely No	Yes, But With Many Reservations	Yes, But With Some Reservations	Yes	Enthusiastically Yes
	(1)	(2)	(3)	(4)	(5)

2. Would you like to see a program of parent group counseling introduced in your own guidance system (assuming appropriate shifts in load)?

(Circle One)	Definitely No	Yes, But With Many Reservations	Yes, But With Some Reservations	Yes	Enthusiastically Yes
	(1)	(2)	(3)	(4)	(5)

3. Do you feel that your work with parent groups had any impact on their children?

(Circle One)	Definitely No	Probably No	Uncertain	Probably Yes	Definitely Yes
	(1)	(2)	(3)	(4)	(5)

3a. If "yes" (4 or 5), please describe some of the kinds of outcomes you believe occurred.

4. In a paragraph or two, please summarize your major reactions to your group counseling experience this year. Use back of sheet or extra paper if necessary.

APPENDIX H

NAME: ______________________________

GUIDANCE RESEARCH PROJECT
UCLA

QUALITATIVE IMPRESSIONS OF CONSULTANTS

I. Process

1. What was the most difficult aspect of the parent counseling sessions for you?

2. (a) In what ways did your previous experience in group counseling affect your performance?

   (b) In what ways did your previous experience in individual counseling affect your performance?

3. What changes in your own performance and attitudes did you note throughout the group sessions?

4. Comment on the value of the supervision sessions.

(a) Frequency

(b) Intensity

(c) Comments

5. Observations on parent attrition

(a) Impressions as to why parents dropped out before first session.

(b) Impressions as to why parents dropped out before the end of the first series.

(c) Impressions as to why parents stayed for two or more series.

II. Content

1. What were the major topics brought up by parents?

2. Did certain parents tend to set the topic for discussion or was there general interest in what was discussed?

3. Were the prepared outlines helpful? If so, how?

4. In what ways could your own skills in group counseling have been advanced more effectively?

III. Outcomes

1. What would you judge to be the value of including such a program as a regular part of a guidance program at the level on which you worked?

2. What were your impressions of the general value of the group sessions to participating parents?

3. What were your impressions of the general value of the group sessions to children of participating parents?

IV. Miscellaneous

1. With what aspects of improving your group counseling do you need the most help?

2. Describe the reactions of other school personnel (teachers and administrators) to the parent counseling groups.

APPENDIX I

GRP 365.0

4M - 20

STUDENT DATA SUMMARY

NAME ______________________________________ DATE RECORDED ____________________ LEVEL: I J H

Last First Init.

0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	(01)	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	IDEN	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	(02)	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐
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☐	☐	☐	☐	☐	(34)	☐	☐	☐	☐	☐	TEST 6	☐	☐	☐	☐	☐	(35)	☐	☐	☐	☐	☐
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☐	☐	☐	☐	☐	(52)						MATH.	☐	☐	☐	☐	☐	(53)					
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☐	☐	☐	☐	☐	(56)						SCI.	☐	☐	☐	☐	☐	(57)					
☐	☐	☐	☐	☐	(58)						SHOP-HE	☐	☐	☐	☐	☐	(59)					
☐	☐	☐	☐	☐	(60)						ART-MUS	☐	☐	☐	☐	☐	(61)					
0	1	2	3	4		5	6	7	8	9	ACHIEV	0	1	2	3	4		5	6	7	8	9
☐	☐	☐	☐	☐	(62)	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐	(63)	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	(64)	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐	(65)	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	(66)	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐	(67)	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	(68)	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐	(69)	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	(70)	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐	(71)	☐	☐	☐	☐	☐